



**London Borough  
of Hounslow**



**Hounslow  
Education  
Partnership**

# **Support for the Education of Vulnerable Young People in Hounslow**

## **Operational Guide**

**2021-2022**

**Date: September 2021**

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2021-2022

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# Support for the Education of Vulnerable Young People in Hounslow Operational Guide

2021-2022

## 1 Introduction

This document outlines the system, structures, policies and procedures enabling the educational support of vulnerable young people in Hounslow.

It is the expectation that most pupils who are vulnerable will come to the attention of the Admissions Team through the in-year admissions procedures. However, if at any time following receipt of an in-year application a school identifies a pupil who they feel unable to admit and meets the criteria for Fair Access described in this guide, they should notify the Admissions Team to enable the necessary action to be initiated.

**NB** Processes set out in this guide **do not** apply directly to:

- Looked After Children (LAC), either Hounslow or another Local Authority
- Children who have previously been looked after, are adopted; or have special guardianship
- Children who have an Education Health and Care Plan naming an education provision

The law requires that children and young people in any or all of these categories **must** be admitted.

This guide will be reviewed on an annual basis by the LA and the Hounslow Education Partnership Board (HEP).

## 2 Definitions

These definitions appear in the text below and are provided here for reference.

### 2.1 The Fair Access Protocol

This is a locally agreed protocol that is binding on all schools. (See Appendix 1).

### 2.2 Fair Access Admissions

Fair Access is a principle applied to any pupil or category of pupil of compulsory school age, where there is difficulty securing a place through the standard In-Year admissions procedures given their status as part of a vulnerable group. Fair Access placements are considered outside of an individual school's admission criteria and *must* take priority above applicants on a waiting list and irrespective of number on roll.

### 2.3 Permanent Exclusion

DFE guidance to parent's states that: 'Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.'

### 2.4 Managed Moves

A Managed Move may be offered as an alternative to a permanent exclusion, this is designed to secure a conflict-free transfer for a pupil to have a fresh start. Managed Moves are voluntary agreements between both schools, the parents/carers and pupil. There is no statutory scheme governing their use and no government guidance on how the process should work. For Managed Moves

outside of the HEP arrangement, the local authority must be informed if the trial period is successful. The receiving school will receive a Fair Access credit.

### **Managed Moves (for schools who are a member of the HEP)**

A Managed Move arrangement is designed to secure a conflict-free transfer for pupils who are at risk of permanent exclusion. Members of Hounslow Education Partnership (HEP) have established a protocol for all primary and secondary students, this includes Looked After Children. (See Appendix 4)

### **2.5 Naming a provision for a pupil who has been permanently excluded or meets the LA's Fair Access criteria**

This is the process undertaken by the Fair Access Panel who considers the most appropriate educational placement for a pupil. In some cases, following reflection of the evidence available it is deemed necessary to name an alternative provision.

### **2.6 High Needs Funding**

High Needs funding is part of the Dedicated Schools Grant (DSG) and is managed by the LA to support provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25.

High Needs funding is also intended to support good quality alternative provision for pupils who because of exclusion, illness or other reasons cannot receive their education in mainstream or special schools.

Local authorities and education provisions are expected to collaborate on all aspects of high needs funding to develop more efficient ways of working and provide better outcomes for children and young people.

### **2.7 Partnership Funding**

This funding is raised from the secondary school members of the Hounslow Education Partnership (HEP) on an annual basis, based on a per pupil rate for the numbers of pupils in Years 7-11.

For those HEP members who subscribe, Partnership Funding supports: Year 10 and Year 11 pupils who would have normally be admitted to mainstream schools but for whom alternative provision would best support their needs, for example alternative provision such as Year 10 Trading Places, Year 11 Fresh Start at West Thames, a bespoke outreach programme, other AP placements or a Year 11 ESOL course.

### **2.8 The rationale for the use of High Needs or Partnership Funding for placements**

The fine line between High Needs and Partnership Funding is based on the following distinction:

#### **Partnership Funding applies to:**

Pupils who would have ordinarily been placed in a mainstream school but are placed in an Alternative Provision or on an ESOL course on the recommendation of Fair Access Panel.

#### **High Needs Funding applies to:**

Pupils who are deemed to have complex needs and would be unable to succeed within a mainstream school without additional support or require personalised learning in an Alternative Provision setting. They are likely to have multi-agency involvement, for example YOS, Police, Troubled Families and Social Care. They typically require wrap-around support.

## 2.9 Services offered by Woodbridge Park Education Service

- **Pathways** – This is a primary preventative provision (see Appendix 8) commissioned and funded directly by school subscriptions
- **Pathways Managed Move Support Package – Where capacity allows** - enables two subscribing primary schools to request a free support package for up to 2 days per week at Woodbridge Park over 4 weeks to facilitate a successful Managed Move (a non-registered temporary placement – see Appendix 8)
- **Gateway:** A secondary preventative provision (see Appendix 8) commissioned directly by Secondary Schools on a pay-per-use basis.
- **Gateway Plus:** an intensive programme run over half a term, to prevent permanent exclusion at KS3 and KS4, commissioned directly by secondary schools. (see Appendix 5)
- **Support Package for Managed Moves:** a bespoke package commissioned directly by secondary schools. (see Appendix 8)
- 6-day provision to the LA for permanently excluded pupils.

## 2.10 Services offered by West Thames College

- Year 10 Trading Places – an alternative provision for pupils at risk of permanent exclusion, commissioned and funded by individual schools. The students remain on roll at the commissioning school and remain the school's responsibility.
- Year 10 Trading Places partnership funded for students with complex needs, referred through the Fair Access Panel. The pupil will go onto the Woodbridge Park Education Service roll.
- Year 11 Fresh Start – an alternative provision for pupils at risk of exclusion commissioned and funded by individual schools. The students remain on roll at the commissioning school and remain the school's responsibility.
- Year 11 Fresh Start partnership funded for students with complex needs referred through the Fair Access Panel. The pupil will go onto the Woodbridge Park Education Service roll.
- Year 11 ESOL courses – for early stage language learners. The pupils will be admitted directly up to the 1<sup>st</sup> November and will be placed on the College roll.

## 2.11 Services offered by HEP schools

Two HEP schools a year will agree to offer suitable provision to ESOL learners who arrive after 1<sup>st</sup> November of Year 11. These schools will need to be confirmed by the Partnership at the beginning of each Academic Year. They will be subsidised by the partnership to the sum of £750.00 per student. No partnership funding is available for Year 10. The two schools who have agreed to enroll this academic year (2021/22) are:

- Logic Studio School for late arrivals to the education system with some English
- Chiswick School for late arrivals with little or no English

## 3 Operational Policies and Procedures

### 3.1 What is Fair Access?

Fair Access Children are defined as any pupil who meet the criteria listed in the September 2021 Admissions Code, or any children who are refused admission to a suitable school via the in-year process.

### 3.2 The Fair Access Panel – Terms of Reference

Please see Appendix 3

### 3.3 The function of the Fair Access Panel

To ensure that access to education is secured quickly for children who have no school place, and to ensure that all schools and academies in an area admit their fair share of vulnerable pupils.

The panel review the documentation available to them, relating to pupils who have been permanently excluded, who are without a school place and meet Hounslow's Fair Access criteria or who have been identified by Woodbridge Park Education Service as being ready for reintegration back into a mainstream provision.

For Year 6 pupils who have been permanently excluded in the Spring or Summer Term, Panel will take into account the circumstances and where appropriate the impact of a placement on any possible victims to ensure that they are not placed in the same secondary provision.

For pupils permanently excluded during Year 6 please see Appendix 7.

The panel's role is to:

- Ensure that placements are made according to the agreed principles
- Consider and confirm placements
- Commission places and identify the relevant funding stream
- Allocate either High Needs Funding or Partnership Funding according to placements using the agreed criteria
- Monitor the progress of pupils into placements
- Monitor and manage the use of the High Needs and Partnership budget allocations for alternative provision and to consider reports on a half termly basis.

### 3.4 Decision Making at the Fair Access Panel

The Fair Access Panel monitors and makes recommendations for the most appropriate provision using the information that has been gathered from a wide range of agencies, including the recommendation of the Head of the excluding school. Members of the Panel are expected not only to report back any decision made at FAP to their colleagues but to share information and advise the FAP of any specific provisions that they would like to be considered. The decision of any placement for a pupil who meets the Fair Access criteria is that of the Fair Access Panel, occasionally a decision will need to be made outside of a FAP meeting, this decision will be made by way of a Chair's Action and will be ratified at the next FAP meeting.

### 3.5 Deciding whether the case is Fair Access

The Fair Access criteria contained in section 3 of the Fair Access Protocol will be used to determine whether the case is eligible. It is the expectation that most pupils who are vulnerable will come to the attention of the Admissions Team through the in-year admissions procedures. If a pupil does meet the Fair Access criteria, the relevant Officer will complete the Fair Access proforma and submit to the Fair Access Panel for placing. (See Appendix 1).

Criteria	Placement	Funding
Meets Fair Access and suitable for mainstream	Mainstream school	School's budget
Not suitable for mainstream	Woodbridge Park Education Service	Commissioned by High Needs annual budget

Not suitable for mainstream and requires a more specialist alternative Provision	Another alternative Provision	Commissioned by High Needs (or Partnership funding if in Yr10 or 11 with less complex needs)
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### 3.6 Managed Moves for schools who are a member of the HEP (See Appendix 4)

The Head of the school that the pupil is on roll at speaks to the Head of the school that has been identified by HEP.

Criteria	Placement	Funding
Pupil at risk of permanent exclusion.	School identified by HEP	Funding follows pupil from the previous school if the trial period is successful. If placement is not successful pupil returns to home school.

**NOTE:** Primary schools may only use the Woodbridge Park Education Service Pathways Managed Move Support Package if both schools have subscribed, they must agree a managed move as per the protocol (Appendix 4).

Woodbridge Park Education Service Support Package for Managed Moves

Where two Primary schools subscribe to Pathways, they can access a free advice and support service in relation to a managed move between the two schools. This means that they can contact The Bridge for advice with a transition programme.

A pupil will need to be dual registered with subscribing Pathways schools to be eligible.

Where capacity exists, a pupil who is being managed moved between two primary schools can access (without registration with WPES) up to 2 days on-site support for up to 4 weeks. This is a free service where capacity allows.

### 3.7 Permanent Exclusions

These cases are referred by the LA to Woodbridge Park Education Service for day 6 provision whilst the exclusion process is being completed, and the outcome of a future placement is determined if the governing board upholds the Heads decision.

From September 2021 a Pilot for the Autumn Term will mean that Paperwork received from school will be sent to The Front Door Children's Services. If the child has an allocated Social worker the paperwork will be sent directly to him/her, if the child does not have a social worker the case will be presented to the Adolescent Monitoring Group where a referral for support will be made. This will support the child in their transition to a new school or education provision.

The Fair Access Panel examines the permanent exclusion paperwork and with any information from a range of agencies makes a recommendation on the next placement for the young person, which may include the following options:

Criteria	Placement	Funding
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Suitable for mainstream	Mainstream school	School Funding follows pupils from the previous school
Not suitable for mainstream	Full time place at Woodbridge Park Education Service	High Needs budget (LA commissioned places)
	A place at another alternative Provision	Partnership or High Needs funding to be decided by the FAP

NB: Pupils with an EHCP or who attend a Special School, who have been permanently excluded whilst reported to the FAP, their future placement will be decided by the SEN Panel. Pupils with an EHCP **cannot** be offered a Managed Move. If a pupil with an EHCP is at risk of being permanently excluded, it is expected that an emergency review is requested for a change of placement via the SEN Team before making the final decision to permanently exclude.

**Permanent exclusions and the receiving mainstream school:**

Schools will be expected to admit pupils as detailed above and there is no trial period for the placement. Funding: schools should usually receive recouped residual AWPU and Pupil Premium funding. When a child is excluded from a maintained school, the remaining portion of that child’s AWPU (age-weighted pupil unit) may be recovered from the school and passed to the admitting school. For Academies, they may recover the AWPU direct from the excluding school. These arrangements apply to children up to and including year 11.

**3.8 Equity in the placement of pupils into mainstream schools.**

When placing a pupil into a mainstream school, the Fair Access Panel uses a Tracking Grid which records the number of permanent exclusions or managed move pupils that a school has made and also the number of permanent exclusions, managed move or fair access placements that have been admitted to the school.

Placements from the Fair Access Panel are made into those schools who have excluded the highest number of pupils whilst also considering a number of other elements such as, but not limited to:

- Social contacts of the pupil which might be detrimental to the success of the placement or to the stability of the school
- Concerns from agencies about placing in a particular school
- Number of pupils already placed by FAP in each year group at the school
- A pupil has already been placed from the excluding school

The Fair Access Panel’s recommendation is therefore based on balancing exclusions and placements made shown on the In-Out grid and any intelligence that various agencies have shared.

**Partnership Funding 2021-2022**

The current School Admission Code was established and issued under Section 84 of Schools Standards and Framework Act 1998. The Code applies to all schools including Academy and Voluntary Aided Schools and imposes mandatory requirements relating to School Admission and places a statutory duty to act in accordance with the relevant provisions of the Code.

Each local authority **must** have a Fair Access Protocol and all admission authorities **must** participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly.

The majority of Hounslow secondary schools have decided to contribute to a Gold Package to support the education of vulnerable young people in Hounslow. The rate for this package has been set for each school as £20 per pupil based on the school census. The total subscription yields in excess of £250,000 and will support the education in alternative provision of approximately 36 pupils and had all schools decided to contribute this number would have increased to 40 pupils over an academic year. If the funding is not spent, it will be returned to the schools by HEP.

#### Non-Partnership Schools

Schools not contributing to this provision will be expected to take their “fair share” of vulnerable pupils and it will be the responsibility of the Fair Access Panel (FAP) and in particular the HEP Director to ensure that this is the case.

It is expected that each of the schools will take 2 more pupils than those subscribing to HEP each academic year. These will be pupils, as above, who might have previously been placed by the partnership in alternative placements.

In considering placements, FAP will consider initially placing at Non-Partnership Funding schools and if this is not appropriate will refer to the tracking grid placement chart.

It is fully recognised that any placements into these Non-Partnership Funding schools must be in accordance with the Admissions and Fair Access Codes.

These arrangements will need to be reviewed on an annual basis alongside the expenditure of the funding and calculation of annual subscriptions.

### 3.9 Timescales

At the end of each Fair Access Panel meeting the panel will recommend a school and the relevant LA officer will contact the named school with the recommendation.

Fair Access Panel Meeting	Receiving school is named LA Officer sends paperwork to Head at named school
After receiving the paperwork schools have 5 school days to respond	School may refer the case back to the Fair Access Panel to review, if new and relevant information about the pupil is available. As meetings are fortnightly this may be by way of a Chair’s Action
<b>Or:</b>	School has agreed to accept the pupil: the family are made an offer in writing: Where a school has asked the Panel to review the case and the challenge is complex, the Panel will review the case at the next meeting, they will decide whether there is any new information that was not taken into account when the placement was made and whether the placement is changed or stands.
Within 5 school days	Named school must contact the family to arrange a start date.

Following an agreed placement of a pupil into a school the named school will admit within a reasonable period of time, **no more than 10 days** after the school has been informed of the placement.

Woodbridge Park Education Service, charges in the case of schools not admitting pupils within the timescales:

Where a pupil has been attending interim provision at Woodbridge Park Education Service for a longer period of time, the named school will incur a daily charge payable to Woodbridge Park Education Service.

- Primary schools: Pathways schools - £75 a day, and non-Pathways schools £195 a day;
- Secondary schools: £132 a day.

### **3.10 Tracking Pupils as they move into placements:**

At each Fair Access Panel meeting the panel reviews the progress of pupils into their next placement and may take a range of actions including:

- Contacting the receiving school or alternative provider for a progress report;
- Contacting a range of agencies, Education Welfare Service, Social Care etc. who may be able to support the process of the pupil moving into the placement.

It is the responsibility of the Fair Access Panel to safeguard the pupil at this stage and to influence the speedy admittance of the pupil into their next provision.

### **3.11 Giving schools credit on the Tracking Grid.**

The Fair Access Officer will bring to the Fair Access Panel any cases that are Fair Access so that schools may be given credit for admitting these pupils. These admissions may take place from Year 7 through to Year 11.

Fair Access admissions will be credited on the Fair Access Panel Tracking Grid in order to ensure equity.

## **4 Admission of Year 11 Pupils**

Pupils who arrive late in the borough during Year 11 will be allocated to a School with the support of a Headteacher Advisory Group. The purpose of this group is to provide advice and support to the LA Admissions Team in their statutory admissions duties under the Admissions Code in respect of these pupils, (See Appendix 6).

The overall aim of the group, LA and schools working together, is to ensure the most appropriate admission which is in the very best interests of the pupil with a view to securing successful outcomes for the pupil, whilst at the same time recognising the primacy of parental preference.

## **5 Woodbridge Park Education Services to Schools**

Woodbridge Park Education Service is Hounslow's Pupil Referral Service, which offers:

- a professional, qualified and experienced team of specialists
- experienced Team Teach trainers
- a wide range of intervention programmes to support pupils
- a wide range of training packages for staff
- a strong collaborative link with a range of services

**5.1 Primary provision – Pathways** (See Appendix 8) The following Pathways are offered:

Pathway 1 (Advice / Support)

- Telephone support and advice is free of charge for subscribing schools.
- Contact visits for assessment / assessment of need is £100 for subscribing schools.

Pathway 2 (Outreach)

- In-school targeted individual support – reducing the frequency, intensity and complexity of incidents of problem behaviour for pupils not responding to whole school behaviour policies – providing more focused, intensive outreach support for pupils within a multi-agency approach to tackling often complex problems. This is charged at £35 per hour for subscribing schools.

Pathway 3 (Preventative Programme)

- Learners at risk of exclusion attend enrichment programmes at The Bridge, Bedford Lane, Feltham.
- Early years and KS1 and Y3 – nurture group provision
- Year 4, 5 & 6 - enrichment support programmes
- Day 6 provision primary

Charges: There is an annual charge based on approximately £8.34 per pupil based on the school census and a daily charge of £75 with a 12 weeks placement costing: £3,000 collected at the start of commissioned placement SLA with the school. Non-subscribing schools will pay £195 per day for off-site provision.

What happens at the end of a placement if the child is not able to return to mainstream school?

When a pupil is referred by the school to Pathways for a 12 week placement, which the school funds at a rate of £75 a day prior to admission to Pathways it is important that the school advises the family that should it be considered that it is not possible for the child to return to mainstream then the school will need to look at alternatives to support the pupil.

At the end of the 12 weeks placement Pathways will advise the school of the current situation and what is thought to be in the best interests of the child. However, pupils selected for Pathways will be those who are able to thrive in their mainstream school following intensive intervention. It is expected that pupils will return to their mainstream school to continue their education.

Accounting notes:

Woodbridge Park Education Service engages with primary schools annually in April to see if they wish to subscribe to Pathways. There may be changes in the level of charges due to uptake.

**5.2 Secondary provision – Gateway** (See Appendix 8)

Gateway provides a preventative programme and Day 6 provision for Fixed Period Exclusions for secondary schools.

- The preventative programme is organised in 1 week plus blocks and up to 6 weeks at a cost of £100 per day giving a full course cost of £3,000.

- For fixed period exclusions cover for Day 6 provision is costed at £100 a day and as long as least 3 days' notice is given to Gateway, students can commence provision on any day of the week and for a minimum of 2 days.
- Schools can purchase block places which will reduce the daily cost. These places can be used flexibly as long as a minimum of 3 days' notice is always given. An annual block place for 38 weeks will cost £15,000.
- Gateway Plus placements are charged at the daily rate of £132 and are commissioned for a minimum of 4 weeks, usually a half-term period.

Accounting Notes:

- There is no annual subscription for this service.
- Schools are not responsible for managing day 6 provision for permanently excluded pupils as these are managed by WPES on behalf of the LA.

### **5.3 Woodbridge Park Education Service Commissioned Roll**

Woodbridge Park Commissioned Roll of 13 pupils is where pupils attend other alternative provisions. The service involves: safeguarding checks, monitoring achievement, attendance and evaluating outcomes on behalf of the LA. Monitoring will take place termly and be reported back through the Management Committee termly.

The following groups of pupils will be on the Woodbridge Park Education Service Commissioned roll:

- West Thames Trading Places and Fresh Start pupils who are funded by High Needs and placed by the Fair Access Panel
- Pupils attending other specialist alternative provisions who are funded by High Needs placed by FAP
- West Thames Trading Places and Fresh Start pupils who would otherwise be placed in a mainstream school who are funded by the Partnership and placed by FAP.

All decisions on pupil placements for the Commissioned Roll are made by the Fair Access Panel and monitored by the LA's Placement and Monitoring Manager.

### **5.4 Woodbridge Park Education Service Programmes: Governance and Quality Assurance Governance – Pathway, Gateway and Woodbridge Commissioned Roll**

Woodbridge Park Education Service regards accountability for the outcomes of vulnerable pupils as very important. It is a localised service to schools and other stakeholders and works closely with partner organisations. Governance is through a Management Committee that undertakes regular visits to the sites and is involved in the development of the service as well as robustly challenging practices in a shared drive to further improve outcomes for young people. The Headteacher of WPES provides required termly progress reports as part of the newly commissioned services and reports the findings to the Management Committee including:

- Admission
- Attendance
- Exclusions
- Progress in course attended
- Welfare of pupil.

WPES will be the roll for these students and will maintain basic oversight and communication with alternative providers. If a student on the managed roll fails at an alternative provision, they can be referred to FAP by Woodbridge Park only if they are not able to offer suitable alternative provision back at Woodbridge.

Quality Assurance protocols are in place and regular monitoring of key requirements is undertaken by the Headteacher with the strategic leadership team of the Service. The financial sub-committee retains overall financial control, monitoring and evaluating expenditure and reporting to the full Management Committee. Finances linked to Gateway will be presented termly to the finance sub-committee of Woodbridge Park Education Service

## **6 West Thames College Services**

West Thames offers the following courses. (details in Appendix 9)

### **6.1 Year 10 Trading Places**

This is an alternative provision offered to schools for pupils at risk of exclusion. These students remain on roll of the commissioning school. They will be transferred to Fresh Start in Year 11 and again will remain on the roll of the commissioning school.

### **6.2 Year 11 Fresh Start**

This is an alternative provision offered to schools for pupils at risk of exclusion, or for whom this is the natural progression from Year 10 Trading Places. Woodbridge Park will also use this provision for HEP students referred from FAP.

<b>Courses</b>	<b>Funding streams</b>
Year 10 Trading Places (School responsibility or Woodbridge Park)	Commissioned directly by individual schools
Year 11 Fresh Start (School responsibility or Woodbridge Park)	Commissioned directly by individual schools

### **6.3 Fresh Start and Trading Places commissioned directly by schools.**

Secondary Schools may directly commission places on these courses. There is a set of protocols, tracking and reporting procedures which enable the school to fulfil its responsibilities in respect of the pupil. (See Appendix 9)

### **6.4 Places commissioned by the LA**

The LA will commission bespoke places on a case-by-case basis for particularly complex young people where it would be extremely unlikely for the young people to be successful in a mainstream school. These pupils are on the roll of Woodbridge Park Education Service under the arrangements for Woodbridge Park Education Service Managed roll who are accountable for monitoring and reporting on their progress to FAP. (See Appendix 9).

### **6.5 Places commissioned by the Partnership.**

These places are allocated by the Fair Access Panel and are funded by the Partnership. These pupils are also on the roll of Woodbridge Park Education Service under their Commissioned Roll arrangements.

## **6.6 Pupils moving from Year 10 Trading Places to Year 11 Fresh Start**

Pupils funded by individual schools or by the Partnership for Year 10 will then move to Year 11 Fresh Start and will continue to be funded by either the individual school remaining on their roll or by the Partnership under the Commissioned Roll.

## **6.7 ESOL student courses.**

Under the current funding arrangements, the College is able to admit Year 11 pupils onto ESOL courses. These students are directly enrolled at West Thames. The college receives funding for these places up until 1<sup>st</sup> November after this date HEP will fund a further 8 places. Once these places have been used additional ESOL students in Year 11 will be offered a place at one of the two school that have been identified to enroll these students and put on suitable provision. In 2021/22 this will be:

- Logic Studio School for late arrivals to the education system with some English
- Chiswick School for late arrivals with little or no English

The placements should total no more than 6 in each of the schools listed without additional permission from these schools. After which any late arrival will be allocated to the most appropriate school, prioritising those who are not HEP Gold members.

# Appendices



## **Appendix 1 - The Fair Access Protocol (updated September 2021)**

### **1. Introduction and the law**

All Local Authorities in England must comply with the legislative Code on Admissions in the exercise and discharge of local authority functions in relation to admissions under the School Standards and Framework Act (SSFA) 1998. The SSFA and relevant regulations confers a number of duties which require the LA to carry out different functions at different times of the admissions cycle.

The current Code for School Admissions came into force in September 2021. This Code imposed mandatory requirements and includes guidelines, setting out aims, objectives and other matters in relation to the discharge of functions relating to school admissions by the bodies listed below:

- Local authorities
- Admission authorities of maintained schools
- Academies and Academy Trusts (this includes maintained schools converted to academies and free schools)
- Governing bodies
- Schools Adjudicators
- Admission Appeal Panels

These bodies have a statutory duty to act in accordance with the relevant provisions of the Code. The Local Authority has the duty to provide suitable education or otherwise for all children of compulsory school age resident in the borough. Academies are required by their funding agreement to comply with the Code and the law relating to admissions, though the Secretary of State has the power to vary this requirement where there is a demonstrable need.

The School Admissions Code (3.14) states each local authority must have a Fair Access Protocol, the protocol must be consulted upon and developed in partnership with all schools in its area. Once the protocol has been agreed by the majority of schools in its area, all admissions authorities must participate in it. To ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place via the in-year process, are allocated a school place as quickly as possible.

In agreeing a protocol, the local authority must ensure that no school, including those with available places, is asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the protocol. The protocol must set out how the needs of children who have been permanently excluded, and children for whom mainstream education is not yet possible, will be met.

There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol, but parents' wishes should be taken into account.

In order to support schools and officers in complying with these mandatory requirements the LB Hounslow develops and manages the required local protocols and procedures.

The operation of Fair Access Protocols is outside the arrangements of coordinated normal admission rounds and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures. The protocol must describe the circumstances in which it will be applied and set out how decisions about admissions of vulnerable, hard to place and pupils with challenging behaviour will be made.

The Department for Education states that Fair Access Protocols should not be used as a means to circumvent the normal in-year admissions process. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal when a place is not offered.

It will also be used to ensure that schools do not admit a disproportionate number of hard to place vulnerable pupils OR pupils with challenging behaviour.

This protocol has been formulated to ensure its compliance with the School Admissions Code and Equality Act 2010. It seeks to ensure that there is no discrimination against pupils, parents or carers because of their sex, race, disability, religion or belief and sexual orientation or pupils who are pregnant or undergoing gender reassignment. The exception to the discrimination provisions for schools that existed under previous legislation is admissions to single-sex schools.

All LA officers and school staff must adhere to this protocol. Internal and external auditors may complete monitoring exercises on an ad hoc basis to ensure full compliance, fairness and transparency.

## **2. Consultation and review**

This protocol is developed in consultation with the LB Hounslow School Admission Forum and reviewed annually in the summer term to ensure compliance with statutory and local requirements. Where statutory changes are required these will be applied in accordance with legislations which maybe outside our normal timeframe for change.

The Hounslow Education Partnership Board (HEP) are consulted on the recommendation of the School Admissions Forum. The protocols will be reviewed annually in the summer term and any changes will come into force in September for the start of the new school year unless statutory changes are required before this date.

## **3. Publication**

This protocol will be published:

- On London Borough of Hounslow website (school admissions)

- Via links from the websites of all academies and schools located within Hounslow

Copies are available on request:

- By email from [exclusions@hounslow.gov.uk](mailto:exclusions@hounslow.gov.uk)

#### **4. Scope**

The law does not allow the Fair Access Protocol to be applied to the coordinated arrangements for the normal points of entry / transition, which are:

- Reception
- Infant to junior transition
- Primary to secondary transition
- Transition to an Atypical school (schools who admit outside the normal points of standard school transition points (Studio Schools and University Technical Colleges).

Pupils can be placed in either a mainstream school or Alternative Provisions, depending on the circumstances of each pupil. The protocol mainly applies to In-Year admissions to mainstream.

This protocol seeks to ensure that, outside the normal admissions round, unplaced children, especially the most vulnerable, are offered a school place as quickly as possible. The protocol, therefore, provides for the efficient processing of applications and identification of children who may be particularly vulnerable. Such vulnerability may be due to a child having missed a significant period of formal schooling or having had difficulties in their previous school setting which have not been satisfactorily resolved. Where, for example, a child has unresolved issues in relation to challenging behaviour, the Local Authority, through the exercise of this protocol, will take steps to offer a suitable education setting and to avoid allocating a disproportionate number of previously excluded children, or those with challenging behaviour, to any Hounslow school.

The law does not allow the protocol to be applied for children:

- With an Education Health and Care Plan (EHCP)
- Who are currently Looked After or previously looked after

These children must be placed using the relevant statutory and local processes. Eligible categories of children in the groups above are set out in Section 6.

#### **5. Identification of pupils for consideration under Fair Access**

Pupils for possible consideration under this Fair Access protocol may be identified via:

- Information supplied by the applicant via the non-mandatory sections of the In-Year school admission common application form (CAF) – and then only where consent is given

- Pupils' previous school, pupil referral unit, alternative provision and/or local authority
- Health services or support professionals, as relevant, in the case of children with SEN, disabilities or medical conditions
- Elective Home Education services
- Social Care
- Police or the Youth Offending Team

This list is not exhaustive.

Other than for permanently excluded pupils, to comply with the Admission Code and General Data Protection Regulation (GDPR), information cannot be shared with parties other than by the new named school other than for Fair Access purposes. This means information cannot be requested by Pupil Services or an Own Admission Authority school at the application process, it can only be requested post offer – unless the applicant requests otherwise.

If, during the admission process, information is received by the named school that may warrant the pupil being considered under Fair Access, admission may be deferred under 3.10 of the Admissions Code pending discussion at the next Fair Access Panel (See Fair Access Panel terms of reference).

In some instances, a school may wish to admit a pupil but refer the case to the Fair Access Panel for possible recognition of the admission in Fair Access figures.

In case of the need for an emergency placement that cannot await the next sitting of the Fair Access Panel, it will be possible for a Chairs Action to consider the case and ratified at the next Fair Access Panel meeting.

In all cases the LA's duty to safeguard the child is paramount. Children out of school may be at risk; with the Admission Team, Early Intervention Service and other relevant representatives of the LA must do their utmost to ensure that children are not out of school for extended periods of time.

## **6. Pupils for consideration under this protocol**

These are mandatory and set by the Department of Education's School Admissions Code – September 2021:

- a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan, or a Child Protection Plan within 12 months at the point of being referred to the Fair Access Panel
- b) children living in a refuge or in other relevant accommodation at the point of being referred to the Fair Access Panel
- c) children from the criminal justice system

- d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
- e) children with special educational needs (but without an education, health and care plan), disabilities or medical conditions
- f) Children who are carers
- g) children who are homeless
- h) children in formal kinship care arrangements
- i) children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers
- j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the Fair Access Panel in accordance with paragraph 3.10 of the Admissions Code
- k) children for whom a place has not been sought due to exceptional circumstances
- l) children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted; and
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place.

## **7. Identification and placement information**

### **Looked After Children:**

For the purposes of school admissions and fair access, looked after and previously looked after children will be considered to be Children who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989). Looked after or previously looked after children include those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. For looked after children but not previously looked after the Local Authority may direct any maintained school, including those who are their own admission authorities, to admit a child in care if that school is best

suited to his or her needs, even if that school will then be above their published admission number. Where preference for admission to an academy is not granted, the case may be referred to the Secretary of State for direction. Looked After Children cannot be considered under Fair Access and will not be discussed at the Pupil Placement Panel unless they are permanently excluded.

**Children from the criminal justice system or Pupil Referral Units:**

Children from the criminal justice system or attending PRUs who are ready to be reintegrated back into mainstream education will automatically be referred to the Fair Access Panel in order to identify suitable placement. In such cases, the panel will be provided with a risk assessment in addition to the standard information in order to assist them in making a decision about whether mainstream schooling is a suitable option. The Youth Offending Team will ensure a fully completed 'In-Year' Application Form is submitted by the parent/carer.

**Children being reintegrated into mainstream education from a Pupil Referral Unit (PRU):**

Pupils returning to education following a placement by the LA in a PRU will automatically be referred to the Fair Access Panel in order to identify a suitable placement. This will not apply to children on a short term directed placement at a PRU arranged by their school or education provider.

**Permanently excluded pupils:**

Pupils who have been permanently excluded from school and/or are being reintegrated to mainstream education will be placed using the Fair Access Protocol.

**Children out of education for 4 weeks or more**

Any child whose parent/carer has not completed an in-year application form despite being encouraged to do so will automatically be referred to the Fair Access Panel to identify a suitable placement. Where an education provision has been named and the family does not engage, the case will be referred to the Education Welfare Service (EWS). This does not apply to children who have been offered/allocated a school place by the Admissions Team or those who are on roll at a school and refusing to attend or have poor attendance, these follow a separate process.

**Homeless children**

For admissions purposes only children who family meet the statutory definition of homeless and who Hounslow Social Care identify as needing additional support with a school placement will be referred to the Fair Access Panel. All other homeless children will be placed under the standard admissions processes.

**Children with an Education Health and Care plan and children for whom the statutory assessment process has been initiated**

These pupils cannot be considered at the Fair Access Panel. These children must be placed via the statutory consultation process.

**Children with disabilities or severe medical conditions:**

These are children for whom the Local Authority determines that only one or a small number of schools located in the borough can meet their needs, they will not be considered at the Pupil Placement Panel.

### **Children who are carers**

Children identified by Social Care as formal 'carers' will be considered under this protocol and their placements will be included in the figures. Self-identified carers will not be considered without confirmation of their carer status from Social Care.

### **Religious Affiliations**

Pupils who are identified as having a proven strong religious affiliation will be matched where possible to a suitable faith school – but this will not override the decision of the Panel.

### **Children who have been removed from a school roll to be Electively Home Educated**

Children who have been removed from a school roll by their parent/carer, to educate them at home, where no evidence has been seen by the EHE Team, the EHE Team will encourage the family to complete an in-year application form, if they do not comply the EHE Team will refer to Children Missing Education (CME) for the child to be considered under the Fair Access arrangements.

### **Children whose families are applying for them to return to mainstream education after a short period of education overseas or in another local authority (children who lost a school place due to an extended holiday are not considered in this group);**

Children who were on roll at a LB Hounslow mainstream school but were removed from roll as their parent advised they were being educated overseas. It applies where a short time after moving abroad the parent advises the child has returned to live in Hounslow and submits an In-Year application for them to return to mainstream education in Hounslow. The pupils behaviour history prior to being educated outside of Hounslow will determine whether the child will be placed under standard admissions or fair access protocols.

## **8. Fair Access Panel (FAP)**

The Fair Access Panel is the Local Authority's recognised body for considering the placement of 'hard to place', vulnerable children and those with challenging behaviour which includes those identified as Fair Access under this protocol, as set out above. The Fair Access Panel membership includes all head teachers, a wide range of LA officers and other professionals including the Police.

Panels are held fortnightly (on Wednesdays) during term time.

## **9. Operating principles for successful application of this protocol**

- All schools are required to comply with this protocol
- All schools located in Hounslow share a collective responsibility with the LA to ensure swift admission to a suitable school or alternative provision for all children of compulsory school age who are resident in Hounslow who do not have a school place or who otherwise match the criteria for consideration, as described above

- No school, including those with available places, is required to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour
- FAP discussions and decisions should reflect a fair and transparent balance between finding a place quickly (e.g. in an undersubscribed school) and finding a place that is appropriate for the child;
- It is recognised that the LA has a duty to provide suitable education for its residents of compulsory school age for whom an application is submitted, irrespective of the location of a child's current education provider
- All fair access placement decisions should take into account the needs of the child and those of the community of any proposed school
- When choosing suitable placements for pupils under this protocol, due consideration should be given to the additional challenges faced by schools who have been identified by Ofsted as being 'inadequate' or 'requiring improvement', where that has led to a 'notice to improve' or a school has been in special measures within the preceding 12 months
- Head teachers, or their representatives, making submissions regarding Fair Access cases should provide full and current information to enable the FAP to make its decisions effectively
- The named school will admit the pupil within a maximum 10 school days from formal notification of the Fair Access Panel's decision and will contact the family to arrange an admission meeting that may or may not require the attendance of the family
- Schools will not cite oversubscription as a reason for not admitting pupils legitimately placed under the protocol
- Pupils who are legitimately placed by the FAP will be given priority for admissions over others on a waiting list who may currently have a higher waiting list position. Placements using the Fair Access protocol are outside of the waiting list rules.
- Schools cannot insist that an admission appeal be heard before a pupil is admitted under the protocol.
- Due regard will be given to the Infant Class Size regulations, noting that there are some circumstances where a child may be admitted into an infant class which is full as an 'excepted pupil'
- FAP decisions cannot override the statutory right of parents to express a preference/make an application for a particular school, nor their right of an independent appeal where a place at such a school is refused
- Where possible, for continuity of education, when a Hounslow child has been educated at home for a short period, they may be offered a mainstream place at the school they departed before starting their elective home education. This decision will be made taking into account on their behaviour record before leaving the school.
- Where possible, for continuity of education, when a Hounslow child has been educated overseas or in another LA for a short period, they may be offered a mainstream place at the school they departed before moving abroad. This does not apply where the family took unauthorised leave or extended a period of authorised leave which resulted in the child losing their school place. This decision will be made taking into account on their behaviour record before leaving the school.



- No school will ask a parent/carer to withdraw a child from the school's roll. If a school continues to face difficulty with a child on their roll, such as poor attendance or challenging behaviour a referral should be made to the appropriate agency. If information comes to light that a school has taken a child off roll inappropriately and has not sought the appropriate support the local authority will refer to the Director of Education and Early Intervention Services.
- The protocol applies to pupils who are identified as hard to place from Reception through to Year 11.
- The fact that the published admission number may have been reached in a year group should not be given as a reason for not admitting a pupil under this protocol.
- Whilst each LA's Fair Access Protocol covers only the schools in its local authority area, it will sometimes be necessary to approach neighbouring authorities to request consideration under its Fair Access Protocol if all options within the borough have been exhausted.
- The educational needs of the pupil will be the prime factor in deciding a placement, but every effort will be made to ensure that practical issues regarding travel, including arrangements regarding siblings are considered.
- If the parent/carer rejects the school or alternative provision offered to the child, they will still have the right to appeal for a place at the preferred school(s). The appeal panel will be informed that places have been allocated according to the criteria of the Fair Access Protocol which *must* be taken into account.
- Any out of borough in year applicants who meet the criteria in Section 4 will be referred to their home local authority by the In-Year Admissions Team. In these cases, parents will be advised of their right to appeal against this decision.

## **10. Managed Moves**

Managed Moves do not form part of the Fair Access Protocol and there is no role for the local authority in the process. How managed moves operate will depend on local arrangements and will be determined by the Hounslow Education Partnership and Hounslow Headteachers. Whilst managed moves are not enshrined in legislation in the same way as pupils with Fair Access status, it is recognised that panels take into account the movement of pupil's who are managed moves and the wider implications for schools when considering pupil placements under the Fair Access Protocol.

## **11. Fair Access documentation/evidence**

In all cases, the Access to Education Team Leader will collate the paperwork to be reviewed by the Fair Access Panel members, this will be circulated on the Monday before each Panel meeting by the clerk. Occasionally, some paperwork may be sent out the next day.

## 12. Decision making

In all cases the members of FAP must decide for each pupil presented as Fair Access:

- Do the majority agree that the pupil meets the requirements of the Fair Access protocol?
- If no, the pupil will be referred to the Admissions Team for allocating a school and the allocated school must admit
- If yes, does the child meet one of the statutory categories of Fair Access?
- If yes, which category?
- If no, which of the local Fair Access categories is the FAP placing under?

## 13. Outcomes

The possible outcomes available to the Panels for pupils under Fair Access are:

- Placement at a named mainstream school under standard admissions (not recognised by the panel as Fair Access)
- Placement at a named mainstream school as a statutory Fair Access placement
- Placement at a named mainstream school as a local Fair Access placement
- Dual registration with a mainstream school and alternative provision
- Full-time placement in alternative provision with a scheduled review for re-integration into a named mainstream school
- Full-time alternative provision
- Rejection where insufficient in-school additional support has been provided.

Following a decision by the FAP a formal notification letter will be sent to the named school. If no challenge is received, the placement will be confirmed to the family 5 school days after the named school has been notified, as FAP meetings are held fortnightly, this will happen in between meetings and the FAP will be updated at the next meeting. The named school must arrange for an admission interview and start date within 10 days. The paperwork must be sent securely to the named provision.

If a challenge is received, the placement will be reviewed at the next FAP meeting. If the pupil is out of provision, the challenge maybe reviewed as a Chair's Action and ratified at the next FAP meeting.

Schools must notify the Admissions Team via the starter/leaver process of the start date in each case confirming that the child is on roll.

If the family does not engage, the Panel will request the support of the EWS. If a School Attendance Order is required this will be referred to the Child Missing Education Officer, the school identified by the Fair Access Panel will remain the designated school.

## **14. Refusals to admit**

Where a school is identified by the Admissions Team as part of the normal In-Year admission process, and where such a school believes that the pupil meets one or more of the criteria set out in Section 6 above, the school may refer the case to the Fair Access Panel, setting out why the case should be discussed under Fair Access procedures by the panel. However, if the panel disagrees with the reasons for referral, or determines through exercise of this protocol that the school which brought the referral is the most appropriate setting for the pupil, the originally proposed allocation may be upheld.

If information obtained by the named school, which was not available or was not supplied by the current/previous school, has resulted in the named school being misled, a referral can be made to the Fair Access Panel. This means if a child is offered a place at a school under the normal admission arrangements or via the Fair Access Panel and it is subsequently found that the offer had been based on fraudulent or deliberately misleading information provided by the family or the child's current/previous school, and if the child has not yet been admitted to the new school, the matter can be referred to the Fair Access Panel for consideration under Fair Access procedures. Whilst this may, or may not, lead to a different school being named, it would enable the admission to be credited to the Fair Access figures of the receiving school, if appropriate.

In the event of a school refusing to accept the decision of the Fair Access Panel the Local Authority can direct or instruct the school to admit. The governing bodies of schools which are their own admissions authority may refer a direction to the Schools Adjudicator who will determine which school is to admit the child. For Academies, the LA will apply for a direction to the ESFA.

## **15. Monitoring and record keeping**

- The Access to Education Team Leader is responsible for establishing and maintaining a clear and transparent log of placements in order to underpin the fairness of the decision-making process;
- Fair Access statistics will be shared with Headteachers, Hounslow's School Admission Forum and the Vulnerable Students Group which is part of the Hounslow Education Partnership at the end of the Academic Year in order to monitor the performance and effectiveness of the protocol.

Monitoring and Evaluation will include:

- The exclusion rates – in particular the exclusion of vulnerable groups
- The numbers of pupils reintegrating successfully back into mainstream
- Finance and monitoring of placements will be managed by the Placement and Monitoring officer.

## **16. Figures and statistics**

The Access to Education Team Leader will maintain Fair Access information. Figures and statistics will be tabled at each meeting and will be reviewed on an annual basis at the end of the academic year, and from time to time during the year.

## **17. Financial Matters**

Fair Access admissions do not attract any additional funding. Where the FAP determines that a child cannot be admitted to a mainstream school, and names an Alternative Provision, the panel will determine whether the placement is funded by High Needs or by the HEP.

Where schools are asked to accept children above their admission number these will be funded according to Hounslow's pupil-based formula. When a child is excluded from a maintained school, the remaining portion of that child's AWPU (age-weighted pupil unit) may be recovered from the school and passed to the admitting school. For Academies, they may recover the AWPU direct from the excluding school. These arrangements apply to children up to and including year 11.

## **18. Annual Review of Protocol**

The Fair Access Protocol will be reviewed by the Local Authority and will form part of the annual statutory consultation process on Admission arrangements.

In accordance with 3.23(b) of the Code, local authorities must produce an annual report on admissions to the Adjudicator, which must include an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them.

## Fair Access Panel Proforma



**London Borough  
of Hounslow**

Children's, Housing & Adults' Services  
Fair Access Pupil Referral Form

**Pupil Details: CONFIDENTIAL**

<b>Existing school:</b>							
<b>Forename:</b>				<b>Surname:</b>			
<b>Address:</b>						<b>Post code:</b>	
<b>Parent/Carer Name:</b>							
<b>Contact Telephone Number:</b>		<b>Home:</b>			<b>Mobile:</b>		
<b>DOB:</b>		<b>Year group:</b>		<b>UPN:</b>		<b>Male:</b> <input type="checkbox"/> <b>Female:</b> <input type="checkbox"/>	
<b>Fair Access Category: (please tick appropriate category)</b>							
(a) <input type="checkbox"/>	(b) <input type="checkbox"/>	(c) <input type="checkbox"/>	(d) <input type="checkbox"/>	(e) <input type="checkbox"/>	(f) <input type="checkbox"/>	(g) <input type="checkbox"/>	(h) <input type="checkbox"/>
(i) <input type="checkbox"/>	(j) <input type="checkbox"/>	(k) <input type="checkbox"/>	(l) <input type="checkbox"/>	(m) <input type="checkbox"/>			
<b>Religion (if known):</b>				<b>Home Language:</b>			
<b>EAL stage:</b>		<b>Looked After Child:</b> Y <input type="checkbox"/> N <input type="checkbox"/>			<b>Social Care Involved:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>EHCP:</b> <input type="checkbox"/>	<b>EHCP:</b> <input type="checkbox"/> (under assessment)		<b>SEN Stage:</b> <input type="checkbox"/>		<b>YOS:</b> <input type="checkbox"/>		

**Information Required:**

<b>Stated School Preference:</b>			
<b>Previous School History: (inc dates)</b>		<b>From:</b>	<b>To:</b>
		<b>From:</b>	<b>To:</b>
<b>Date last in school:</b>			
<b>Academic Attainment:</b>			
<b>Attendance Summary:</b>			
<b>Fixed Term Exclusions:</b>			
<b>Permanent Exclusions:</b>			

**Reason for Referral:**

**Parents Comments:**

**Pupils Comments:**

**Schools Comments:**

**Any Other Relevant Information:**

Reported Compiled by:

Signed: \_\_\_\_\_

Date

## Appendix 2 - Head Representatives on FAP

### Fair Access Panel Schedule 2020-23

TERM	SECONDARY SCHOOL	PRIMARY SCHOOL
Autumn 2020 – 1 <sup>st</sup> Half Term	BSfG, TGST	St Mary's Catholic Primary (Chiswick) St Mary's Catholic Primary (Isleworth)
Autumn 2020 – 2 <sup>nd</sup> Half Term	BSfG, TGST	St Michael & St Martin Catholic Primary St Paul's CE Primary
Spring 2021 – 1 <sup>st</sup> Half Term	Cranford, St Mark's	St Richard's CE Primary The Smallberry Green Primary
Spring 2021 – 2 <sup>nd</sup> Half Term	Cranford, St Mark's	Southville Primary Sparrow Farm Infant & Nursery
Summer 2021 – 1 <sup>st</sup> Half Term	Gunnersbury, Springwest	Sparrow Farm Junior Spring Grove Primary
Summer 2021 – 2 <sup>nd</sup> Half Term	Gunnersbury, Springwest	Springwell School Strand on the Green Infant & Nursery
Autumn 2021 – 1 <sup>st</sup> Half Term	The Heathland, Reach	Strand on the Green Junior Victoria Junior
Autumn 2021 – 2 <sup>nd</sup> Half Term	The Heathland, Reach	Wellington Primary Westbrook Primary
Spring 2022 – 1 <sup>st</sup> Half Term	Heston, Chiswick	The William Hogarth Worple Primary
Spring 2022 – 2 <sup>nd</sup> Half Term	Heston, Chiswick	Alexandra Primary Beavers Community Primary
Summer 2022 – 1 <sup>st</sup> Half Term	Lampton, Gumley	Bedfont Primary Belmont Primary
Summer 2022 – 2 <sup>nd</sup> Half Term	Lampton, Gumley	Berkeley Academy The Blue School
Autumn 2022 – 1 <sup>st</sup> Half Term	Logic, GSFB	Cardinal Road Infant & Nursery Cavendish Primary
Autumn 2022 – 2 <sup>nd</sup> Half Term	Logic, GSFB	Chatsworth Primary Crane Park Primary
Spring 2023 – 1 <sup>st</sup> Half Term	Isleworth & Syon, Nishkam	Cranford Primary Edison Primary
Spring 2023 – 2 <sup>nd</sup> Half Term	Isleworth & Syon, Nishkam	Edward Pauling Fairholme
Summer 2023 – 1 <sup>st</sup> Half Term	BSfG, TGST	Feltham Hill Infant and Nursery Green Dragon
Summer 2023 – 2 <sup>nd</sup> Half Term	BSfG, TGST	Grove Park Primary Grove Road Primary

## **Appendix 3 – Fair Access Panel Terms of Reference**

### **Background**

The work of the Fair Access Panel (FAP) is to ensure that – outside the normal admissions round – unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum.

### **1 Function**

The Fair Access Panel will:

- 1.1 Adhere to the principles of the Local Authorities Fair Access Protocol.
- 1.2 Scrutinise documentation relating to Fair Access Placements
- 1.3 Ensure that placements are made according to the agreed partnership model of “one-in one- out” whilst considering a range of other factors which might include the unbalancing of cohorts, social factors, distance etc.
- 1.4 Can consider assessment placements. These placements may be of six- or twelve-weeks’ duration following which the case is referred to the FAP for either in the case of a six-week placement a further period of assessment or in the case of a twelve-week placement a recommendation or “naming” or a permanent placement.
- 1.5 Take submissions from schools and other settings on proposed placements where they meet the Fair Access criteria and where new information is being submitted to the FAP, for example social contacts within the setting which may affect the success of the placement, the FAP may consider making an alternative placement.
- 1.6 Monitor placement time scales which include: the five working days that settings have to consider the proposed placement from the initial recommendation of the FAP and following ratification or “naming” of the provision at the following FAP a further five working days for the setting to begin to engage with the pupil’s family setting.
- 1.7 To allocate either LA High Needs Funding (non-EHCP) or School Partnership Funding in cases in which young people are placed at Woodbridge Park Education Service or an alternative provider.
- 1.8 To monitor the progress of pupils into placements on a weekly basis and to challenge settings which are not adhering to the timescales for engagement with the pupil’s family setting as above. (1.4). This is a “Safeguarding” function of the group.



- 1.9 Not use the Fair Access Protocol as a means to circumvent the normal in year admissions process. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal when a place is not offered.

## **2 Governance**

The work of the Fair Access Panel is overseen by a Senior LA officer (Head of School Organisation and Access to Education). The Local Authority will provide an annual Fair Access Report to the Admission Forum.

The Local Authority is required to submit the statutory annual report to the Office of Schools Adjudicators which includes how well the Fair Access Protocol supports the admission of pupils.

## **3 Membership**

The membership of this group is as follows:

- Head of School Organisation and Access to Education
- Hounslow Education Partnership Director
- Access to Education Team Leader
- Children Missing Education Officer
- Inclusion Manager
- Placement and Monitoring Manager
- Head of Woodbridge Park Education Service
- Principal Educational Psychologist
- Headteachers (see Appendix 2)
- Operational Manager of the Youth Offending Team
- The Adolescent Team, Team Manager
- Childrens Safeguarding and Specialist Services, Team Manager
- Early Help Hub
- Police Officer School's Team

Clerk: In attendance but not a member of the panel

Schools: Representation is organised by the school's partnership (HEP), 2 Head representatives on a termly basis (Secondary) and half-termly (Primary). (Note non-HEP schools are also included in the rotation)

Other colleagues may be invited to meetings to provide information on particular cases. We also encourage school colleagues to observe meeting as part of their induction, should it be appropriate.

Observers may be invited with the agreement of the Chair of the Fair Access Panel but will not have voting rights.

## **4 Chair**

The meeting will be chaired by the Local Authorities Inclusion Manager and the Vice Chair will be the Director of the Hounslow Education Partnership.

## **5 Minutes**

These are taken by a Clerk and are circulated after each of the weekly meetings together with the data of placements to schools.

## **6 Meetings**

Will take place every fortnight during term time starting at 8.00am on a Wednesday morning via Microsoft Teams.

## **7 Standing Items on the Agenda**

- Apologies
- Minutes of the previous meeting with updates on the progress of individual cases
- New individual cases:
  - Scrutiny of paperwork;
  - Discussion;
  - Recommendation and allocation of funding – either LA or School Partnership funding;
  - Placements and in the case of main-stream settings referral to the tracking grid;
- Monitoring of the progress of placements – previous cases pupil by pupil;
- General issues raised;
- AOBs.

## **8 Monitoring**

A log of all placements made through the Fair Access Protocol will be maintained by the Access to Education Team Leader and this data will be circulated to all schools at the end of each academic year. This data will also be available throughout the year if requested. By working in partnership, the schools and local authority can be alert to school's circumstances e.g. numbers on roll, recent admissions, managed moves. Information regarding placements will be published by the Local Authority at regular intervals, as determined by the Admission Forum.

Monitoring and Evaluation will include:

- The exclusion rates – in particular the exclusion of vulnerable groups;
- The numbers of pupils reintegrating successfully back into mainstream;
- Educational attainment and other outcomes, including attendance

## Appendix 4 – HEP Managed Move Protocol

### 1.0 Introduction

This protocol provides guidance for HEP schools who are considering a Managed Move for a child of compulsory school age.

Current government guidance (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017) advises school leaders that:

‘A pupil at any type of school can also transfer to another school as part of a ‘managed move’ where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusions must never be used to influence parents to remove their child from the school’.

### 2.0 Rationale

There is no requirement from the Department for Education for schools to use Managed Moves. However, in Hounslow, Hounslow Education Partnership (HEP), supported by the Local Authority, recommends that schools consider the use of Managed Moves as a further strategy to prevent a permanent exclusion. A Managed Move should not be an early or first response to supporting a child displaying inappropriate behaviour. Other appropriate strategies should be considered as part of arrangements to support a child with additional needs (reasonable adjustments to meet need/disability must be considered).

### 3.0 Definitions (according to DfE)

“Managed Move” is a formal agreement between two schools, a child and his/her parents/carers. It provides an opportunity for a child at risk of permanent exclusion or with significant attendance issues to have a fresh start in a new school on a dual registration basis during the trial period. If the move is successful, at the end of the trial period, the child will formally transfer to the host school and come off the roll of the originating school. **During the trial period they remain on the roll of the home school and are dual registered at the host school.** If, during the trial period, the move is unsuccessful the child will return to the current (home school) and dual registration will cease. A Managed Move requires the agreement of the child’s parents/carers, the headteacher of the child’s current (home) school and the headteacher of the host school (receiving school).

- “Home School” is the school where the child is currently on roll.
- “Host school” is the receiving school where the child will be moving to.

### 4.0 Context

A Managed Move is an **agreement between HEP schools**. HEP recommends a trial period of 12 weeks. A Managed Move should be considered as part of a measured response to supporting a child’s social, emotional and behavioural

needs. A Managed Move is different to the power of a mainstream school to direct a pupil to offsite provision. HEP schools will work collaboratively to give the Managed Move arrangements the best chance of success.

A Managed Move **may be suitable** in the following circumstances (not all have to apply):

- Where a pupil refuses to attend their current school due to breakdown in social relationships
- Where a pupil is at risk of permanent exclusion from their current school e.g. for a one-off extreme behaviour
- Where the opportunity for a fresh start in a new school would be of benefit to the child
- Parents/carers are in full agreement and supportive of the process
- Where a pupil has reached the threshold for a Permanent Exclusion, that exclusion has been issued but a Managed Move has been deemed likely to be successful and agreed between schools and all relevant stakeholders on the understanding that were that move to be unsuccessful the Permanent Exclusion would be reinstated.

A Managed Move **would NOT be appropriate** in the following circumstances:

- Where a straightforward transfer to another school is being sought by the parents/carers
- Where the school believes the pupil is unlikely to succeed in another mainstream school
- The child is not on a school roll
- A child with EHCP cannot be Managed Moved without a change to their EHCP. Looked After Children can be offered a Managed Move but only with the agreement and support of the Virtual School.
- Students in Year 11 or last half of Year10 other than in very exceptional circumstances

*N.B. Multiple Managed Moves should not be used except in very exceptional circumstances*

## 5.0 Managed Move Process

### STAGE ONE

- A Managed Move may be agreed between headteachers of any HEP school for any student on their roll, **wherever they may reside**.
- Prior to arranging a Managed Move, the headteacher of the home school should ensure that all reasonable steps have been taken to support the child's needs in school. This should include the involvement of external support agencies, where appropriate.
- The headteacher of the home school must ensure they have sought the views of the parents/carers and child to agree the appropriateness of a Managed Move.

- The headteacher should then contact HEP director to inform them of the request for a Managed Move, in order to check the central Fair Access Panel Monitoring Sheet for points awarded for MM on an in and awards basis. The Monitoring Sheet holds two years of records. The most appropriate host school will be noted and recorded on the database.
- A Managed Move (similar to a Fair Access placement) sits over and above the PAN. The student remains on the roll of the home school for the transition period.
- If the parents are in agreement with a Managed Move, the headteacher of the home school is responsible for contacting the headteacher of the host school to request a Managed Move.

## STAGE TWO

- Once the host school has agreed to the Managed Move, a meeting should be arranged at the host school including representatives from both schools, parents/carers and the child.
- It is expected that the child attends the Managed Move meeting to enable them to express their views.
- It may be appropriate for the existing headteacher to discuss funding arrangements before the start of the Managed Move with the new headteacher (e.g. Free School Meals, Pupil Premium).
- At the meeting, the following should be agreed:
  - ✓ The start date for the Managed Move
  - ✓ Support arrangements for the child in the host school including any measurable targets. This should address any additional learning needs of the child
  - ✓ Review dates (minimum of four weekly during term time)
  - ✓ Identify a named person who will lead the reviews in the host school and a lead person in the home school for communication updates.
  - ✓ Timelines and what will happen if the Managed Move is successful or unsuccessful
  - ✓ Arrangements for dual registration and reporting attendance to the home school (absences and follow up are the responsibility of the host school)
  - ✓ Arrangements for responding to instances of inappropriate behaviour at the host school
  - ✓ Any other arrangements needing clarification
  - ✓ The Managed Move agreement form is completed and signed by all stakeholders (Appendix 1).

The headteacher of the home school should inform HEP of the agreed Managed Move by sending the completed Managed Move form to [managedmoves@hounsloweducationpartnership.co.uk](mailto:managedmoves@hounsloweducationpartnership.co.uk). This form will be stored for the time of the trial period - 12 weeks. The information in it may be shared with the Local Authority by HEP through the Fair Access Panel as a point of reference during the same trial period.

## 6.0 Review Arrangements

As part of the support programme for the child, a member of staff in the host school should meet as a minimum weekly with the child to review progress towards the Managed Move targets. This provides the opportunity for the voice of the child to be heard and to identify what is both working well and areas where further support may be required.

The host school should provide the home school with a weekly record of the child's attendance unless agreed differently at the initial set up meeting.

**Regular review meetings** (approx. every four weeks) should be scheduled during the trial period between the host school, parent/carer, young person and any other relevant agencies present. The home school link person will be invited.

During the review meetings the child's progress towards the agreed targets and reports from any external support agencies should be shared with those at the meeting. The focus should be on identifying strategies to support the child in being successful and sustaining the place in the host school.

At the **final review meeting** (end of 12 week trial period), a decision must be made as to whether the host school deems the Managed Move to be successful and the child transfers permanently to the host school. On the agreed date, the pupil's name must be deleted from the admission register of the home school and the child is sole registered at the host school. The **home school** must:

- inform [managedmoves@hounsloweducationpartnership.co.uk](mailto:managedmoves@hounsloweducationpartnership.co.uk) of the outcome of the Managed Move within 2 working days with the date of agreed transfer;
- Remove the child from their roll from the agreed date;
- The CTF file should be sent to the host school within 5 working days.

**HEP** will:

- Will inform the LA by 10.00 am on the first possible Monday following on from being informed of the transfer. This information will be used to update the monitoring sheet, which will be shared alongside the FAP paperwork for that week's meeting.

The **host school** now becomes the current school and they must:

- inform the LA of the enrolment through completion of the 'Starters Form'.
- Will place the student on their roll from the agreed date

## 7.0 What to do if the Managed Move breaks down

If the headteacher of the host school wishes to end the Managed Move arrangement they should consult with the headteacher of the home school prior to any decision being made. Failure of a move is usually only considered on the grounds of behaviour or complete refusal to attend the school.

If it is subsequently agreed to have failed then the headteacher of the home school needs to communicate in writing to the parents/carers (cc HEP Director) stating the reasons for the decision to end the Managed Move arrangement, specifying both the last date for attending the host school and the return date to the home school (these must be consecutive school days). HEP will inform the LA by 10.00 am on the first possible Monday following on from being informed of the transfer. This information will be used to update the monitoring sheet, which will be shared alongside the FAP paperwork for that week's meeting.

If the Managed Move is agreed by all parties to have broken down the home school becomes automatically responsible for the child. The head teacher of the home school will need to consider any support the child will require for successful reintegration back into the home school or revert back to the original permanent exclusion letter and reason(s) shared with the parent before the Managed Move trial was begun.

If the Managed Move is deemed to have failed as a result of the child meeting the threshold for a permanent exclusion at the host school, the headteacher of the home school can consider the evidence provided by the host school before deciding to exclude.

## **8.0 Hounslow Education Partnership Role**

HEP's role is to support the Managed Move Process for member schools and to ensure fairness and parity in placement. HEP will hold the central database of moves. HEP will keep the Local Authority informed of Managed Moves through the Fair Access Panel so that points awarded in recognition of successful moves can be taken into account on the Fair Access Panel database of placements. The information shared will also alert FAP that a Permanent Exclusion may be a potential outcome if the Managed Move is not successful.

HEP is not the decision maker. HEP will inform the Headteacher looking for a managed move which school(s) to approach based on the Fair Access database of points for ins and outs. The Headteacher will be responsible for contacting the most appropriate school for a discussion with the Headteacher. Remember with a Managed Move the pupil remains on the roll of the Home School until a successful outcome is reached. They are dual registered during this time. Therefore, the risk to the host school is minimised.

If the placement breaks down, they will return to the Home School. The home school must then decide the best course of action as set out in 7.0. The schools must be mindful of the [Policy for Safeguarding Children Missing Education](#)

## Appendix 5 – Tracking Guide explanation

### FAP Monitoring Report

Understanding the Data within the Monitoring Report used by FAP, including methodology of calculations used.

The Monitoring Report is an active working report used by the Exclusions and Fair Access Team to monitor and track a pupil's journey through the FAP process. The report is split into 3 sections.

- ◆ Pupil Level Data – This will show specific information relating to a pupil who has been given a new named provision via FAP during a specified Academic Year. See Figure1

Figure 1

Pupils Placed in new Education Provision during Academic Year 19/20											
Named School	MF	Category	Date of Referral	NCY	SEN	School Attending at time of FAP Referral	Start Date Of New Provision	Interim Locatio	FAP Date	No. of Weeks Since FAP Decision	Comments
<b>UTC</b>											
Space Studio West London										1	
Forename	Surname	F	Perm	13/05/19	9	N Kingsley Academy	04/09/19	WPES	04/09/19		
<b>Alternative Provision</b>											
<b>Educ. Otherwise</b>											
forename	surname	M	FA	11/07/19	10	N Pupil Out of School	25/11/19		25/11/19		Catch 22 (PPP) high needs funding
forename	surname	F	FA			Out of School - Pending	07/01/20		07/01/20		Fresh Start Plus, CR roll, Catch 22
Joe	Bloggs	M	FA	23/01/20	10	N Pupil Out of School	29/01/20		29/01/20		Catch 22
David	Smith	M	MM			Category: Managed Move		WPES	17/05/20	2.8	Catch 22, Sept 2020
Mohammed	Hijab	M	MM			Category: Managed Move	04/11/19	WPES	04/11/19		Due to start PPP 04.11.19
Khabib	Nurgamiedov	M	Perm			RED TEXT: Indicates Pupil is NOT currently registered on Roll at Named School		WPES	03/02/20	4.8	Catch 22 North Kensington site
z	k	F	Perm			Category: Permanent Exclusion		WPES	03/02/20	22.2	Brooklands College High Needs Funding
		M	Perm			Category: Permanent Exclusion	07/01/20	WPES	07/01/20		Catch 22
oo	ooo	M	Perm			Category: Permanent Exclusion	18/05/20	WPES	18/05/20		Catch 22
<b>Color Codes</b>											
BLACK TEXT: Indicates Pupil is registered on Roll at Named School											
UTC Identifies the Type of Provision i.e. Primary, Secondary etc											
Space Studio West Londor 1 No. of Pupils allocated to this named provision											
Identifies the provision named by FAP.											
Data only available for pupils not started at named provision.											



- ◆ Summarised overview of the totality of the No. pupils who have been referred to FAP and allocated a named provision during a specified Academic Year. See Figure 2

**Location of OUTs & INs**

**School Name**

School Name	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Beaufort for Girls																		
Bolton Academy																		
Cherwell School																		
Coventry CE																		
Coventry House Coesens School FCD																		
Coventry House CE																		
Headland																		
Hendon CE																		
Leicester & Spens School for Boys																		
Kingfisher Academy																		
Lepton																		
Wickham West London (SEC Phase)																		
Wickham Academy (SEC Phase)																		
Rivers Academy West London																		

**Column Colour Codes**

- Perm Exclusion Data for a specified Academic Year/s
- Managed Move Data for a specified Academic Year/s
- Fair Access Data for a specified Academic Year/s
- Total (Combines values in the 3 columns for the left)

**Definition of IN:**  
A Pupil who has been Allocated a Named School at FAP.

**Definition of OUT:**  
A Pupil who has been referred to FAP via Perm Exclusion, Managed Move, Fair Access

**This Value is the difference between TOTAL IN Vs OUT**

**Methodology used in calculating TOTAL IN Vs OUT**

**Formula = IN - OUT**

**Example - Current Academic Year 19/20**

**IN total** is the combined values of Current Years Perm Exclusion, Managed Move & Fair Access pupils who have been allocated a new provision via FAP & are **Registered On Roll**, PLUS the previous 2 years (Acad Yr 18/19 & 17/18) Perm Exclusion, Managed Moves & Fair Access (No. of Allocations made By FAP (Registered on Roll)). View columns identified as IN identified in figure 2.

**OUT total** is the combined values of Current Years Perm Exclusion, Managed Move & Fair Access PLUS the previous 2 years (Acad Yr 18/19 & 17/18) Perm Exclusion & Managed Moves (No. of Referrals to FAP). View columns identified as OUT in figure 2.

**Example. i.e. Rivers Academy (Figure 2)**

Total OUT = 12 Pupils - Total IN (On Roll) = 9 Pupils

**Result = -3**

The methodology used in this column calculation is exactly as above, however the IN calculation is for ALL pupils who have been allocated irrespective if the pupils are registered on Roll OR Not yet registered on roll at a named provision by FAP.

**Example. i.e. Rivers Academy (Figure 2)**

Total OUT = 12 Pupils - Total IN (On Roll & Not yet on Roll) = 11 Pupils

**Result = -1**

The difference between both calculation is 2 which informs the user that there is 2 pupils that have been allocated, however not yet on roll and can be identified by the pupils in **Red Text** for the named school in the **Pupil Level Report**.

The data provided in this column can be of assistance in consideration as part of the criteria used in identifying a new provision for a referred pupil.

- ◆ Summary of the No. pupils who have been referred to FAP and allocated a named provision during a specified Academic Year. Primary Data does NOT include the totality of IN V OUT as produced for the Secondary schools. See Figure 3

Summary Admissions & Exclusions for FAP 19/20														
Location of OUT's	No. of Managed Moves		No. of Perm Excl		No. of Managed Moves		No. of Perm Excl		No. of Perm Excl		No. of Perm Excl (To Date)	No. of Perm Excluded Pupils Placed By FAP (On Roll)	No. of Managed Moves Placed By FAP (On Roll)	No. of Fair Access Pupils Placed By FAP (On Roll)
Name of School	Academic 18/19	Academic 18/19	Acad 19/20	Autumn 2019	Spring 2020	Summer 2020	Total	Acad 19/20	Acad 19/20	Acad 19/20				
St Michael/Martin RC JI	OUT	OUT	OUT	OUT	OUT	OUT		IN	IN	IN				
St Pauls CE JI														
St Richard's CE Primary School	4	1	1											
The Smallberry Green Primary School		1			1		1							
Southville Primary School														

Total (Combines values in the 3 columns to the Left)

## **Appendix 6 - Year 11 Admissions Advisory Group**

### **Terms of Reference (October 2017)**

#### **1 Function**

The function of this group is to support and to give advice to LA admissions in their statutory admissions duties under the Admissions Code in respect of Year 11 pupils who come into the borough late during Year11.

The overall aim of the group, LA and schools working together, to ensure the most appropriate admission which is in the very best interests of the pupil with a view to securing successful outcomes for the pupil, whilst at the same time recognising the primacy of parental preference.

These cases may be in one or more of the following categories:

- Standard admissions but where they may need to be specific curriculum/course matching;
- EAL early stage learners who may be new to the country;
- Admissions under the Fair Access Protocol

In considering advice the group will take account of:

- Knowledge of schools' individual curriculum packages;
- Any EAL provisions that have been established in individual schools;
- ESOL courses at West Thames College

In some cases, it may be necessary to refer cases to the Fair Access Panel (FAP)

#### **2 Governance**

This is an advisory group and the ultimate responsibility for the allocation of admissions placements lies with the LA, who will take the final decision on the allocation of a place in a school in accordance with the Admissions Code.

#### **3 Membership**

A group of self-nominated head teachers will make themselves available to support LA colleagues on this group.

#### **4 Meetings**

The group will be convened as is considered appropriate by the LA Admissions Team. Some advice might be sought by email and other means.

#### **5 Agenda and paperwork**

To be shared with the group as appropriate taking into account the Admissions Code.

#### **6 Minutes of meetings**

Minutes of meetings will be taken and decisions recorded in detail, pupil by pupil with a rationale of the decision made and the funding details in order to ensure transparency.

#### **7 Review and Evaluation**

It may be considered appropriate to review the work of this group on an annual basis and to take a report on the pupil outcomes of admissions where advice and support was given by this group.

#### **8 Review**

It is recommended that these Terms of Reference are reviewed on an annual basis.

## Appendix 7

### Pupils permanently excluded in Year 6

#### Guidance for the transfer process of Year 6 pupils at WPES

Hounslow's admissions team will include the PA to HOC KS3/Data Clerk from WPES (currently Gloria Gardiner) in their e-admissions primary/secondary transition process. This will allow WPES to be included in all communications from the Secondary Transfer Team. For pupils who are permanently excluded during Year 6.

- for those permanently excluded before the closing date for secondary transfer applications, the Inclusion Team will check and communicate with the family applying for secondary transfer;
- for those permanently excluded after the closing date for secondary transfer, the Inclusion Team will check if an application has been made, if not the CME officer will support the family to complete an application form. If/when an application has been made the Inclusion Team will update the named school;
- Each academic year, the Inclusion Team will check all Year 6 pupils whom FAP have placed at WPES on National Offer day and notify the named secondary school that the pupil is on roll at WPES;
- For permanently excluded pupils placed by FAP at WPES and upon receipt of an e-admissions notification, WPES will follow up the notification with the parents of pupils on their roll;
- Upon receipt of the allocation list, WPES will liaise with the named school to agree a support/transition place and a possible dual registration;
- WPES will update FAP when a support/transition plan and dual registration has been agreed with the named school, so the minutes and database can reflect the decision;
- WPES will liaise with the named secondary school to ensure that parents are aware, and that the pupil attends the secondary induction day;
- WPES are to agree with the named school how the pupil's data e.g. attainment will be transferred. (S2S process);
- All placements will continue to be updated on FAP's monitoring document.

## **Appendix 8 - Woodbridge Park Services to Schools**

### **Pathways (primary)**

### **Gateway (secondary)**

**Pathways** - "Building capacity in schools to better manage pupils/students with social, emotional and behaviour difficulties."

Prevention, Early Intervention and Staged Intervention – a multi-tiered approach to social, emotional and behavioral support, offered by The Bridge

The pupils selected for Pathways intervention will clearly be mainstreamable and able to thrive in a mainstream school following intensive outreach support or an off-site intervention. They will have a McSherry Score between 60 and 70%. If a school feels that a pupil is not mainstreamable, then the school should commence an EHCP assessment.

The aim of the model is preventing the need for exclusion through early intervention and staged intervention. The multi-tiered approach to social, emotional and behavioral support covers a wide range of approaches and provision through stages of intervention from school-based support and intervention to extended enrichment provision delivered at The Bridge.

Support should be appropriate, proportionate and timely. Early and staged intervention provides a framework to schools for additional support where behavior, for whatever reason, becomes more challenging and needs targeted support.

Each stage will include identification and assessment of learning need, appropriate planning mechanisms, and types of provision which may be put in place. Movement between the stages usually follows the exhaustion of the provisions at the level below. It is likely that evidence of such provisions will be required before moving to the next level, although in some cases acceleration through the stages, or intervention at a later stage may be required to meet the individual needs of the learner. The default model is that a pupil (if deemed eligible for Pathways support) will access outreach support in the first instance before moving onto an off-site package.

Outreach support is aimed at keeping pupils in their own schools. Referrals to the service are made through the Primary Behaviour Panel. This panel act as gatekeepers and decide which children should be allocated one of the enrichment programme places. Only if intensive outreach intervention fails to give pupils enough support in school are they given places on the enrichment programmes at The Bridge. This enables extended intervention and support to be targeted at those pupils with the highest level of need, but who are still capable of thriving in a mainstream school following the intensive support.

Pathways is a finite resource and there might occasionally be a waiting list for provision.

## Service description

Providing support, advice and training to mainstream schools to enhance schools' capacity to promote inclusion, good behaviour and healthy emotional well-being for all pupils with Social, Emotional and Mental Health difficulties (SEMH).

The service aims to support schools to:

- Maintain a low percentage of permanent and fixed term exclusions compared to the national average;
- Maintain high levels of pupils with SEMH needs in mainstream schools;
- Ensure that all pupils referred are provided with support.

### **The Bridge offers:**

- a professional, qualified and experienced team of specialists;
- experienced Team Teach trainers;
- a wide range of intervention programmes to support pupils;
- a wide range of training packages for staff;
- a strong collaborative link with a range of services.

### **Pathway 1 (Advice / Support)**

In school support - preventing the development of problem behaviour. Increasing levels of support and specialist help. The emphasis is on building capacity at local level to support learners rather than referring them on. This support tier would be free to schools pending whether they require further specialist support from The Bridge.

### **Pathway 2 (Outreach)**

In school targeted individual support for pupils with a McSherry score of 60% plus – reducing the frequency, intensity and complexity of incidents of problem behaviour for pupils not responding to whole school behaviour policies – providing more focused, intensive outreach support for pupils within a multi-agency approach to tackling often complex problems.

### **Pathway 3 (Preventative Model)**

Learners at risk of exclusion, with a McSherry Score between 60 and 70%, could be offered an enrichment programme at The Bridge. It is usual that a pupil accepted for off-site intervention has already been on Pathway 2 Outreach Programme.

The cost of a pupil attending the programme is dependent on whether a school subscribes to Pathways.

<b>cost</b>	<b>Subscribing school cost</b>	<b>Non-subscribing school</b>
Outreach support per hour	£35	£80
Outreach Play Therapist per hour	£50	£90
Assessment Report per pupil	£70	£300
Off-site Intervention per day	£75	£195

The aim of these programmes is to raise self-esteem and reduce problem behaviour. This planned support enables the learner to work intensively towards specific goals, for example learning techniques which support improved behaviour.

The support provided helps the child or young person to remain on their school roll, hopefully reducing the likelihood of the move towards being permanently excluded. Support from staff can be planned and delivered through a team around the child model.

Staff delivering the enrichment programmes work closely with staff from the learner's mainstream school. Effective coordination between The Bridge and the mainstream school ensures that both can build effectively on the learner's prior achievements. An important measure of the enrichment programme is successfully supporting learners return to full-time mainstream education.

The underlying principle of the learning package is that learners should remain the responsibility of mainstream schools and that in most circumstances' plans should include a full return to the mainstream school.

This model needs to be operated along the principles of a preventative model rather than a last resort model. The Bridge Sub-Committee need to be the "gate keeper" panel into this provision.

### **What happens at the end of a placement if the child is not able to return to mainstream?**

When a pupil is referred by the school to Pathways for 6 -12 week placement, which the school funds at a rate of £75 a day, payable as a block prior to admission to Pathways it is important that the school advises the family that should it be considered that it is not possible for the child to return to mainstream then the school will need to look at alternatives to support the pupil. However, pupils referred to Pathways will be selected on the premise that; following intensive support and intervention, they are able to return to a mainstream school and thrive.

### **Accounting notes:**

Woodbridge Park Education Service engages with primary schools annually in April to see if they wish to subscribe to Pathways. There may be changes in the level of charges due to uptake.

### **The Outreach Service**

Outreach had to be reduced over the last few years due to the large numbers of pupils admitted into the Bridge; prior to this there were 4 members of staff who were supporting schools on average 30 pupils each year. The impact of this was over 95% of these pupils successfully remaining in their mainstream placement and with no further referral to WPES. (March 2018).

### **Funding Pathways**

Primary Partnerships in March 2018 made the following recommendation that there should be an annual charged based on approximately £8.34 per pupil and a daily charge of £75 for off-site in.

## **Support Package for Managed Moves**

Where two Primary schools subscribe to Pathways, they can access a free advice and support service in relation to a managed move between the two schools. This means that they can contact The Bridge for advice with a transition programme.

A pupil will need to be dual registered with subscribing Pathways schools to be eligible.

Where capacity exists, a pupil who is being managed moved between two primary schools can access (without registration with WPES) up to 2 days on-site support for up to 4 weeks. This is a free service where capacity allows.

## **Gateway and Gateway PLUS**

In partnership with local secondary schools WPES supports Day 6+ Fixed Period Exclusions, Day 1 LAC, and development of preventative programme to prevent permanent exclusions.

This provision known as **Gateway** will:

- Be time limited early intervention for pupils who are clearly able to thrive in mainstream following support and intervention;
- Offer a range of support to a limited number of pupils;
- Offer up to 12 weeks' maximum (60 school days) Gateway is a time limited intervention;
- Support transition back into a mainstream educational placement.

**The purpose of the Gateway Preventive programme is early intervention to:**

- Support pupils in their self-management and readiness for learning;
- There are 5 main areas linked to this - Self-control and management of behaviour, Social skills, Self-awareness and confidence, Skills for learning, Approach to learning;
- The Head of Gateway & requesting school will determine the length of provision.

Pupils are dual registered with their mainstream school and Woodbridge Park, with WPES being the subsidiary registration.

Gateway is not a long-term provision for secondary aged students - it's a preventative model.

## **Process**

- A WPES Gateway application must be submitted by the school;
- During placement at Gateway, the pupil will be dual registered with WPES and their 'home' school.

### **The provision**

- Gateway dedicated entrance/exit/own playground area/prepared school lunches on site/Specialist staff on site/use of specialist teaching areas to enhance curriculum;
- Gateway staff part of the whole WPES staff team - with access to CPD/JDs/PM;
- Named Member of Staff from WPES Leadership to oversee programme.



## Gateway PLUS

Gateway PLUS an enhanced offer to secondary schools to provide more intensive support and bespoke intervention. It is a service that schools can use when evidence suggests that a pupil has almost reached the end of their journey with them and seek an intensive, holistic programme of intervention to get them back on track. The pupil is dual registered with Woodbridge Park and with their mainstream school for up to a half-term (or longer by negotiation).

Pupils referred in for Gateway PLUS attend The Gateway Centre for initial assessment and induction for a short period of time. Pupils are then assigned full time to a Woodbridge Park Centre (KS3 or KS4) and they attend normal lessons with other Woodbridge Park learners. Gateway PLUS pupils are assessed and monitored using our Personal Learning Development Toolkit which will provide a mainstream school with a detailed holistic picture of the learner, their triggers and strategies which support them in accessing learning. Gateway PLUS learners have full access to all our WPES curriculum resources including: Computing & Coding Suite, DT Facility, Calm Room, Music Hub, Cookery Base.

Pupils also receive time with an experienced Intervention Manager and can be offered a wide range of our intervention programmes to address specific barriers.

**Referrals for Gateway PLUS are made initially to the Headteacher of WPES via phone or email contact.**

### Provision Comparison - Gateway and Gateway PLUS

	Gateway	Gateway Plus
Cost per day	£100.00	£132.00
Minimum time	1 day	4 weeks
Maximum time	12 weeks	1 half term (longer by negotiation)
Flexibility of part time usage	Yes	No
Payment restrictions	Pay for time used after referral period has ended. Pay for non-attendance as place reserved until school withdraws need for service	Pay for time up front, can exchange pupils at any point in half-term, pay for non-attendance as place is reserved
Can block book places annually	Yes, £15,000 per place annually	Yes, at £25,080 per year (£10,000 DfE base funding for commissioners and £15,080 top up funding)
Availability of qualified teachers	Only if available and only for English and Maths	Yes, for all main curriculum subjects
Access to bespoke curriculum areas and rooms	Only Cooking Room and Music Room, and private outdoor area	Yes - access to all resources and curriculum rooms
Access to Intervention Team	No, only access to Support Tutor	Yes
Access to bespoke Intervention Programmes	No, only support from Support Tutor	Yes
Personal Learning and Development Passport put in place	Only if referred in for between 2 and 4 weeks minimum	Yes, started on day one

## **Support for Managed Moves**

Where there is availability, Woodbridge Park can be commissioned by secondary schools to support with Managed Moves between schools.

This is not a registration with WPES, but a support package for a defined period of time to support both schools with the transition and provide a holistic assessment of a child / young person. A pupil must be dual registered with two Hounslow Secondary Schools.

A support package might include:

- 1 day per week at a WPES site to access small group tuition;
- Access to the full range of curriculum areas and resources;
- Access to an Engagement and Intervention Manager;
- Access to a bespoke intervention programme.

The support package might be more intensive and see a child accessing 2 or 3 days a week of WPES support.

The duration of the Managed Move Support Package will be a minimum of four weeks at £132 per day or partial day. An average 4-week programme of 2 days per week will cost a secondary school £1,056.

Every child / young person on this programme will be assessed using the WPES Personal Learning and Development Passport to provide schools with a holistic assessment of need, triggers for negative behaviour and a deep insight into the causes of a negative behaviour cycle.

## Appendix 9- West Thames Alternative Provision Courses

### Year 10 Trading Places

#### Extract from publicity material:

- This course may be for you if you feel that the school environment is not right for you and you would benefit more from the different environment offered by the college;
- You will do all your studies at college instead of school and we will keep in touch with your school and your parent/carer about your attendance and progress;
- You will come into West Thames College in Isleworth or the Skills Centre in Feltham fulltime for one year, starting in Year 10.

**What are the entry requirements?** There are no entry requirements, but you should have an interest in learning new skills. You need to be referred by your school to do this course. You will have an initial assessment in English and maths at your interview, so we can develop the right programme for you.

**What will I study?** Your course involves both practical and written work. You will spend some time in vocational areas and build a portfolio of written work. We will discuss the vocational areas on offer at your interview. Vocational areas include construction, motor vehicle, engineering, and hair and beauty. We will support you to find a beneficial work placement and monitor this to ensure your success. Additional components address real issues which may affect your life and bring about improved participation as a young citizen. We will help you to reach your potential and work towards GCSE Maths and English. Group sizes are small, so you will get lots of one-to-one support from your teacher and the support assistant, both in the practical and writing sessions.

**Facilities:** You can use the college's facilities and learning resources and take part in sport and leisure activities.

**How will I be assessed?** You will meet your tutor regularly to set individual targets. This will help you to complete your coursework, fulfil your potential and complete your qualification.

**Next steps:** At the end of the course you will have gained a vocational qualification and GCSEs. This will enable you to go on to the Fresh Start Year 11 programme.

**Funding:** Places on this course may be commissioned by individual schools or by FAP. For places commissioned by FAP, the Panel will agree whether the place is funded by high needs or Partnership funded.

**Funding for Bespoke 'plus' places:** will be funded from the high needs block on a case by case basis. A family liaison officer has been funded to support pupils accessing these places.

### Year 11 Fresh Start

#### Extract from publicity material:

Fresh Start is for Year 11 students who want to pursue an alternative curriculum in college. They may be facing difficulties with the school curriculum or have outgrown the school environment and would prefer to continue their education at West Thames College. The programme includes a week-long summer school for new students to help

you become familiar with the college environment. It includes trips out, cake making, drumming, sports and T-shirt designing.

**What do we offer?** A variety of pathways which may include sports, travel and tourism, GCSE English and Maths, functional skills in ICT, numeracy and communications, art, design and media plus many more options.

Our very experienced and understanding staff have worked with a variety of young people to support them in enjoying college and gaining qualifications. We also offer an enrichment programme which includes: a reward scheme, student activities programme, student of the month and student of the year awards, a reading scheme, individual agencies working with young people projects, outside speakers and regular trips out. A highlight of the year is the presentation evening where parents, carers, students and staff come together to celebrate students' success.

**Facilities:** As a member of the college you will enjoy first class facilities. You will be able to use the state-of-the-art gym and sports hall, as well as the student common room and the extensive library and IT suites. You will have access to a dedicated careers adviser at the college who can help you find part time work and develop your CV. All the staff on the Fresh Start team are on hand to help you with any difficulties or issues you may experience and will endeavour to make your experience at college a safe and enjoyable one.

**Funding:** Places on this course may be commissioned by individual schools or by FAP. In the case of FAP the Panel will agree with the placement is funded from high needs or Partnership funded.

### **Alternative Provision Fresh Start & Trading Places Protocol 2020-21**

#### **A Student Supervision (where relevant)**

<b>Woodbridge Park Education Service or the Individual Commissioning School Responsibilities</b>	<b>College Responsibilities</b>
1. Where relevant, undertake a formal assessment of risks involved in placing students on off-site activities in agreement with the college. This will involve giving the college reasonable advance information on students including motivation for the vocational study, academic and behavioural background and any involvement with other outside agencies.	Agree risk assessments and arrangements with Woodbridge Park Education Service. Work with the Woodbridge Park Education Service to ensure placements are appropriate for the students. Have the right of veto for students who it is felt will not benefit from the provision

<p>Consult with college to negotiate the supervision required, taking into account student maturity, experience, behaviour, age, wishes of parent/ guardian etc.</p> <p><b>Note</b></p> <p>a) Parents must be informed that the level of supervision is not the same as at Woodbridge Park Education Service.</p> <p>b) Where students cannot be supervised during non-contact time a generic risk assessment will be required for a number of students who fall into the same category.</p>	<p>Negotiate and agree level of supervision with Woodbridge Park Education Service. Where students are very immature it may be that the placement is not appropriate without extra support from Woodbridge Park Education Service.</p>
<p>Inform parents of all arrangements, implement suggestions/ feedback from parents and obtain their prior consent for all arrangements.</p>	<p>Adhere to agreed arrangements between the Woodbridge Park Education Service and parents. Inform Woodbridge Park Education Service of any letters sent to parents.</p>
	<p>Responsible for the Health and Safety of anyone on college premises e.g. even for students not involved in an activity or lesson. Ensure parents know of different start and finish times. Consider if these impose any significant increase in risk.</p>
<p>Check that the college has implemented the actions agreed for safe supervision.</p>	<p>Assess the risks of placing any student with a group which they are unused to and take any action to counter this.</p>
<p>Ensure that the annual protocol is received and understood by the Woodbridge Park Education Service and that the letter of engagement is received and acted on by the Woodbridge Park Education Service representative and other relevant staff.</p>	<p>Issue the protocol and the letter of engagement by the end of September each year.</p>

## B Reporting Attendance

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
Negotiate with the college a method of informing the Woodbridge Park Education Service weekly of any absence. Explain to college there is a legal requirement to keep a check on attendance.	Negotiate a procedure for reporting absence with the Woodbridge Park Education Service prior to the commencement of any placements.
Establish a system that is workable and takes reasonable steps to pick up on students not attending.	Ensure weekly attendance reports are sent out to the named contact at the Woodbridge Park Education Service.
Provide college with a contact name for reporting absence.	Ensure Woodbridge Park Education Services have provided a named contact before commencement of placement.

## C Approved External Qualifications

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
Ensure that the curriculum being followed meets the key Stage 4 statutory requirements and that external qualifications are approved for use pre-16.	College to provide information about the qualifications that can be offered pre 16
Woodbridge Park Education Services in conjunction with parents and students will need to decide if courses leading to a college certificate will be in the long-term interests of the student involved.	Ensure that each student on a course that does not have an external qualification receives a college certificate
To ensure that there is a process which results in the student receiving either a national or college certificate for the work completed.	Ensure that addresses for students are up to date and that certificates can be sent on to the student where these are issued after the end date of the course.

## D Child Protection: Vetting arrangements for staff and volunteers

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
Ensure that students are well matched with their placements, taken into account their level of maturity, experience and behaviour. Where it is found that a student is not well matched the Woodbridge Park Education Service retains responsibility for the learning programme of that student.	For students on full time college courses pre 16 brief them about child protection issues before they go on work placements and encourage them to report concerns.
Check that the college police check staff who will be working with, or will come into contact with Woodbridge Park Education Service link students	College staff working with students under the minimum Woodbridge Park Education Service leaving age should be police checked.
Brief students about child protection issues before they go on to college and encourage them to report concerns.	Ensure that teaching and non-teaching staff that have not yet been police checked do not have substantial unsupervised access to students.
Agree a named individual to take responsibility for making known the policy and procedure on bullying before placements begin. Share the policy and procedures with the college. Do everything possible to prevent bullying.	Become familiar with the policies and procedures used within the Woodbridge Park Education Service to tackle bullying. Do everything possible to prevent bullying.

## E Health and Safety

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
Liaise with college regarding health and safety and provide termly update of parents' contact details.	To carry out agreed health and safety procedures. Ensure that college records regarding contact names for each student are up to date
Agree procedures and named contacts before any work placement.	Agreed procedures and named contact with employer, Woodbridge Park Education Service before any work placement begins.
A student on work placement is in the care of the college provider	Discuss procedures to support a student's needs whilst on work placement with the Woodbridge Park Education Service. A student on work placement is in the care of the college provider.

<p>Make the college/ provider aware of any particular medical needs or requirements of a student and discuss procedures necessary to support these needs.</p> <p>Obtain consent form from parents before sharing medical information.</p>	<p>Keep lists of any particular medical needs or requirements of students in a central location in case of emergencies.</p>
<p>In the event the college are unable to support the student, the Woodbridge Park Education Service should consider how the student's safety can be protected while on placement at the college.</p>	<p>If the college are unable to support the student and the Woodbridge Park Education Service cannot provide support, it may be that the placement will be terminated.</p>
<p>Make arrangements with the college to ensure notification immediately of all accidents.</p>	<p>Report all accidents, assaults and serious or fatal accidents to the named Woodbridge Park Education Service contact or Head immediately by telephone.</p>
<p>Ensure that students have access to the right protective clothing and equipment. Agree with college the procedure if kit is lost.</p>	<p>Complete Health and Safety procedures with all students during induction. Make clear the requirement to wear protective clothing</p>

#### **F Normal professional exchange of information required to support students appropriately**

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
Obtain explicit consent if sensitive data is being disclosed	Obtain explicit consent if sensitive data is being disclosed
To ensure that arrangements are in place for students who receive free Woodbridge Park Education Service meals to receive these at college	To put in place a sensitive procedure for students to receive free lunches where they are entitled to this.

#### **G Tracking and Monitoring of Student Progress**

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
To reinforce the content of the learning contract and the class code of conduct.	Provide an induction programme which introduces the student to the college, the course and covers health and safety, equal opportunities and something on learning styles and ways of working. During induction the learning contract will be signed and the college code of behaviour will be discussed and a class code of conduct agreed.



To agree with the college the process and the procedure for reporting on student progress	To provide termly progress reports x 3 in line with college calendar progress reporting.
To ensure that they are aware of the college disciplinary procedure and that they support these processes, particularly in relation to exclusion from college.	To keep the Woodbridge Park Education Service informed of any causes for concern in behaviour or work and to involve the Woodbridge Park Education Service representative at the first possible opportunity if the discipline procedure is to be used.
To ensure that the students keep a record of college work in a folder which can be used to help the student to revise and reflect on learning.	To ensure that all students keep an up to date record of their learning and that this is regularly checked by the teacher.
To agree the process for informing the Woodbridge Park Education Service and all Woodbridge Park Education Services about the achievements of the students	To provide clear information to each student, parent and the Woodbridge Park Education Service about achievement/s. To produce information annually on Woodbridge Park Education Service link achievements.

## H Agreeing the offer and admissions

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
To actively participate in admissions arrangements.	To involve all Woodbridge Park Education Services in discussions which leads to needs led offer than can be afforded.
To positively promote the college's offer to the student.	To produce a Course information booklet each year by the end of October
To ensure that the admissions deadlines are adhered to.	To produce a clear application pack with clear deadlines which are notified with at least 4 weeks' notice.
To confirm with each student the programme and the arrangements for the first week prior to the end of the Woodbridge Park Education Service year.	Letters of offer to be sent directly to students and the parent/guardian and a copy to the Woodbridge Park Education Service prior to the end of the Woodbridge Park Education Service year.

## I Withdrawals and Disciplinary Procedures

<b>Woodbridge Park Education Service Responsibilities</b>	<b>College Responsibilities</b>
<p>Where a student is withdrawn before the end of the course, the Woodbridge Park Education Service can recommend an alternative student to take the place (subject to receipt of written consent from the alternative student's parent or guardian.)</p>	<p>The college shall accept the alternative student if, in the college's view, the student is suitable to join the course. In the absence of an alternative student no charge will be made if students are withdrawn within the first 42 day of the course. Pro-rata refunds will be made after this point.</p>
<p>To reinforce the college's disciplinary procedure to students on the course</p>	<p>The college will use its disciplinary procedures to deal with any unacceptable conduct or a failure to meet acceptable standards. The college will inform the Woodbridge Park Education Service if the disciplinary procedures are invoked, and the Woodbridge Park Education Service will be invited to send a representative to any hearing. Student will not be temporarily excluded for more than 5 days in line with current legislation relating to pre-16's. In the case of Looked After Children, disciplinary hearings will be held on the same day.</p>

## **Appendix 10 – Information required by WPES following a PEX**

To make an accurate assessment of need and starting points on entry into the service, Woodbridge Park will require the following to be submitted to the Fair Access Panel on referral:

- The standard LBH exclusions notification paperwork (LA);
- A completed (by relevant member of Woodbridge Park Education Service staff) copy of the attached McSherry Scale assessment (WPES);
- Clear indication of current academic performance, progress and targets (WBES);
- Reading Age and Spelling Age (WBES)

On transfer onto the Woodbridge Park roll, WPES staff will request and require from schools without delay:

- Copies of or original Maths, English and Science workbooks / exercise books to support effective baselining on entry to the service

## WOODBIDGE PARK – GATEWAY 6<sup>th</sup> DAY PROVISION REFERRAL FOR FIXED PERIOD EXCLUSIONS

Please find below explanatory notes on the paperwork required to be completed, by the School and when, for ALL notifications of Hounslow Fixed Period exclusions.

**PLEASE COMPLETE:** Sections A, B, C and D and forward **ON DAY 1** of the exclusion where possible to: clogan7.313@lgflmail.org

Although we cannot replicate a mainstream curriculum fully at Gateway, we do aspire to provide as much learning continuity as possible.

**In order to assist us with this, please provide the following information with your referral:**

- Current progress data
- Examples of written work and Maths work
- Copies of schemes of learning for key subjects with an indication as to where the student is at in their learning at present

**SECTION A – WOODBRIDGE PARK EDUCATION SERVICE AND STUDENT DETAILS:**

<b>EXCLUDING WOODBRIDGE PARK EDUCATION SERVICE:</b>	
<b>FORENAME OF CHILD:</b>	<b>SURNAME OF CHILD:</b>
<b>DOB: DD/MM/YY</b>	<b>GENDER:            MALE            FEMALE</b>
<b>UPN:</b>	<b>YEAR GROUP:</b>
<b>ADDRESS:</b>	
	<b>POST CODE:</b>
<b>HOUNSLOW LA PUPIL:        YES    NO</b>	<b>OTHER LA: (PROVIDE DETAILS)</b>
<b>FREE WOODBRIDGE PARK EDUCATION SERVICE MEALS (FSM) REQUIRED:</b>	<b>YES    NO</b>

**SECTION B – EXCLUSION DETAILS**

<b>TYPE OF EXCLUSION</b>		<b>DATE OF FIRST DAY OF EXCLUSION: DD/MM/YY</b>
<b>FIXED PERIOD:</b>	<b>DAYS</b>	<b>DATE OF RETURN: DD/MM/YY</b>
<b>LUNCHTIME:</b>	<b>½ DAYS</b>	<b>DATE OF RETURN: DD/MM/YY</b>
<b>PERMANENT:</b>	<b>DATE OF DISCIPLINE COMMITTEE / REINTEGRATION MEETING, IF REQUIRED DD/MM/YY</b>	
<b>MANAGED TRANSFER: (PLEASE ENSURE PARENTS/CARERS SIGNED AGREEMENT LETTER IS ATTACHED)</b>		
<b>PRIMARY REASON FOR EXCLUSION (NATIONAL CATEGORY) – PLEASE CROSS ONE REASON ONLY</b>		
<b>PHYSICAL ASSAULT AGAINST PUPIL</b>	<b>PHYSICAL ASSAULT AGAINST ADULT</b>	
<b>VERBAL ABUSE/THREATENING BEHAVIOUR AGAINST PUPIL</b>	<b>BULLYING</b>	
<b>VERBAL ABUSE/THREATENING BEHAVIOUR AGAINST ADULT</b>	<b>HOMOPHOBIC BULLYING</b>	
<b>SEXUAL MISCONDUCT</b>	<b>RACIST ABUSE</b>	
<b>DAMAGE</b>	<b>DRUG AND ALCOHOL RELATED</b>	
<b>PERSISTENT DISRUPTIVE BEHAVIOUR</b>	<b>THEFT</b>	
<b>OTHER</b> (PLEASE DEFINE IN "ANY ADDITIONAL INFORMATION" BOX)	<b><u>THIS CATEGORY SHOULD BE USED SPARINGLY</u></b>	
<b>ANY ADDITIONAL INFORMATION IF REQUIRED:</b>		

**SECTION C – MONITORING INFORMATION:**

<b>ETHNICITY:</b>	<b>RELIGION:</b>	<b>HOME LANGUAGE:</b>
	<input type="checkbox"/> YES	<input type="checkbox"/> EHCP/STATEMENT <input type="checkbox"/> UNDER ASSESSMENT )

<b>DOES THE PUPIL HAVE SPECIAL EDUCATIONAL NEEDS?</b> <i>IF YES, PLEASE TICK SEN STAGE</i>	NO		
<b>IS THE PUPIL IN PUBLIC CARE?</b> Public Care means either:	YES	NO	DON'T KNOW
	<ul style="list-style-type: none"> <li>The child is accommodated by a Local Authority, and placed with a foster carer or in a children's home, or</li> <li>The child is subject of a care order (s. 31 Children Act 1989)</li> </ul>		
<b>DOES THE PUPIL HAVE A PSP / IEP / PEP (PLEASE ATTACH)</b>	PSP YES NO	IEP YES NO	PEP YES NO

**SECTION D – DAY 6 PROVISION AT GATEWAY, IF REQUIRED:**

<b>DATE: DD/MM/YY</b>		<b>NUMBER OF DAYS REQUIRED AT GATEWAY:</b>	
<b>WOODBRIDGE PARK EDUCATION SERVICE CONTACT:</b>	<b>NAME:</b>	<b>TELEPHONE NUMBER:</b>	
<b>PARENT/CARER NAME:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>
<b>OTHER CONTACT DETAILS – NAME:</b>			
<b>ADDRESS:</b>			
<b>POST CODE:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>

<b>DOCTOR'S SURGERY AND TELEPHONE NUMBER</b>	<b>ANY KNOWN MEDICAL CONDITION:</b>
<b>ADDRESS:</b>	
<b>CONTACT TELEPHONE:</b>	

**CURRENT PROGRESS DATA:**

ATTENDANCE	YEAR 7 %	YEAR 8 %	YEAR 9 %	YEAR 10 %	YEAR 11 %
<b>ATTAINMENT SUMMARY:</b>	<b>KEY STAGE 3</b>		<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
	<b>KEY STAGE 4</b>		<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
<b>MIDYIS BAND:</b>			<b>YELLIS BAND:</b>		
<b>CURRENT PERFORMANCE DATA:</b>					

**PLEASE SUBMIT EXAMPLES OF WRITTEN / MATHS WORK AND ALSO EMAIL SCHEMES OF LEARNING FOR KEY SUBJECTS TO ASSIST CONTINUITY IN LEARNING**

**EXCLUSION DETAILS:**

<b>SUMMARY OF REASONS FOR PERMANENT EXCLUSION:</b>
<b>PUPIL BACKGROUND:</b>
<b>SUMMARY OF REASONS FOR MANAGED TRANSFER:</b>
<b>PUPIL BACKGROUND:</b>

**AGENCY INVOLVEMENT:**

<b>EARLY INTERVENTION INVOLVEMENT:</b>	<b>DATES:</b>	<b>REASON:</b>	<b>OUTCOME:</b>
<b>BEHAVIOUR SUPPORT:</b>			
<b>LEARNING SUPPORT:</b>			
<b>CAMHS:</b>			
<b>EPS:</b>			
<b>EWO:</b>			
<b>FAMILY SUPPORT:</b>			

<b>OTHER AGENCY INVOLVEMENT:</b>	<b>DATES:</b>	<b>REASON:</b>	<b>OUTCOME:</b>
<b>BRIDGE OUTREACH KS1/2:</b>			
<b>SOCIAL CARE:</b>			
<b>YOT / POLICE:</b>			
<b>OTHER:</b>			

<b>WOODBIDGE PARK EDUCATION SERVICE SUPPORT STRATEGIES / INTERVENTION</b>	<b>DATES:</b>	<b>OUTCOME:</b>

<b>PARENTAL INVOLVEMENT:</b>
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**CONCLUSION / HEADTEACHER GUIDANCE:**

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<b>NAME OF PERSON COMPLETING FORM &amp; DESIGNATED POST (BLOCK CAPITALS)</b>	
<b>SIGNATURE:</b>	<b>DATE:</b>

**Appendix 12 – Gateway referral form and McSherry Scale Scoring**

**WOODBIDGE PARK – GATEWAY PREVENTATIVE PROGRAMME  
REFERRAL FORM TO BE COMPLETED BY SCHOOL**

**PLEASE COMPLETE AT LEAST 3 DAYS PRIOR TO PROVISION BEING  
NEEDED** and send to: [clogan7.313@lgflmail.org](mailto:clogan7.313@lgflmail.org)

**Although we cannot replicate a mainstream curriculum fully at Gateway, we do aspire to provide as much learning continuity as possible.**

**In order to assist us with this, please provide the following information with your referral:**

- Current progress data
- Examples of written work and Maths work
- Copies of schemes of learning for key subjects with an indication as to where the student is at in their learning at present
- COPIES OF ANY CURRENT PASTORAL / INCLUSION SUPPORT PLANS



**WOODBIDGE PARK EDUCATION SERVICE/COLLEGE AND STUDENT DETAILS:**

<b>WOODBIDGE PARK EDUCATION SERVICE:</b>		<b>YEAR GROUP:</b>
<b>FORENAME OF CHILD:</b>	<b>SURNAME OF CHILD:</b>	
<b>DOB:</b>	<b>GENDER:</b>	
<b>ADDRESS:</b>		
		<b>POST CODE:</b>
<b>FREE WOODBRIDGE PARK EDUCATION SERVICE MEALS (FSM) REQUIRED:</b>	<b>YES</b>	

<b>DESIRED START DATE:</b>	<b>DESIRED END DATE:</b>	<b>NUMBER OF DAYS REQUIRED:</b>	
<b>WOODBIDGE PARK EDUCATION SERVICE CONTACT:</b>	<b>NAME:</b>	<b>TELEPHONE NUMBER:</b>	
<b>PARENT/CARER NAME:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>
<b>OTHER CONTACT DETAILS – NAME:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>

<b>DOCTOR'S SURGERY AND TELEPHONE NUMBER</b>	<b>ANY KNOWN MEDICAL CONDITION:</b>
<b>CONTACT TELEPHONE:</b>	

**MONITORING INFORMATION:**

<b>ETHNICITY:</b>	<b>RELIGION:</b>	<b>HOME LANGUAGE:</b>
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<b>DOES THE PUPIL HAVE SPECIAL EDUCATIONAL NEEDS?</b> <i>IF YES, PLEASE TICK SEN STAGE</i>	YES	WOODBRIDGE PARK EDUCATION SERVICE ACTION PLUS Educational Health and Care Plan
<b>IS THE PUPIL IN PUBLIC CARE?</b>		YES DETAILS:
(e.g LAC, Foster placement etc)		NO

<b>REASON FOR THE REQUEST TO EDUCATE AT GATEWAY</b>	
<b>WHAT DO YOU WANT TO SEE IMPROVE / CHANGE FROM THE TIME AT GATEWAY?</b>	

**CURRENT PROGRESS DATA:**

ATTENDANCE	YEAR 7 %	YEAR 8 %	YEAR 9 %	YEAR 10 %	YEAR 11 %
<b>ATTAINMENT SUMMARY:</b>	<b>KEY STAGE 3</b>		<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
	<b>KEY STAGE 4</b>		<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
<b>MIDYIS BAND:</b>			<b>YELLIS BAND:</b>		

**CURRENT PERFORMANCE DATA:**

**PLEASE SUBMIT EXAMPLES OF WRITTEN / MATHS WORK AND ALSO EMAIL SCHEMES OF LEARNING FOR KEY SUBJECTS TO ASSIST CONTINUITY IN LEARNING**

**WOODBRIDGE PARK EDUCATION  
SERVICE SUPPORT STRATEGIES / DATES:  
INTERVENTION**


**PARENTAL INVOLVEMENT:**

**CONCLUSION / HEADTEACHER RECOMMENDATION FROM ORIGINATING WOODBRIDGE PARK EDUCATION SERVICE:**

**NAME OF PERSON COMPLETING FORM &  
DESIGNATED POST (BLOCK CAPITALS)**

**SIGNATURE:**

**DATE:**

\*In accordance with section 29A of the Education Act 2002 (amended by Section 154 of the Education and Skills Act 2008), the Head teacher has the power to direct a pupil to be educated off- site to receive education provision which is intended to improve behaviour.

NB\* It must be made clear to the pupil and parents that this is NOT an exclusion and is to address the pupil's behaviour with help from the IEC. The governing body/Head does not need to obtain permission from the parents to send the pupil off-site

**ALTERNATIVE PROVISION – (GATEWAY AT WPES)**

**ACTUAL START DATE:  
DATE:**

**ACTUAL    END**

**NUMBER OF DAYS REQUIRED:**

## **SEMH scale children with social, emotional and behavioural difficulties**

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

It is a specific, quantitative assessment tool to help analyse behaviour and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

**Allocate a score of between 1 and 4 to each of the statements as follows: \***

**1= rarely fulfils this criterion**

**2= sometimes fulfils this criterion**

**3= frequently fulfils this criterion**

**4= almost always fulfils this criterion**

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score below 218 (70%) gives an indication that the pupil clearly has a deficit in terms of ability to engage in a mainstream environment.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform person-centered planning.

<b>1. Self-Control and Management of Behaviour</b>				
Can accept discipline without argument or sulking.	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately.	1	2	3	4
Does not leave the room without permission.	1	2	3	4
Can accept changes to plans or disappointments with an even temper.	1	2	3	4
Shows some self-discipline when others try to encourage bad behaviour.	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
<b>Score</b>	<b>/52</b>			

<b>2. Social Skills</b>				
Can cope with large numbers of people.	1	2	3	4
Can accept that teacher time needs to be shared.	1	2	3	4
Can ask a question and wait for the answer.	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening.	1	2	3	4
Can work alongside others in a group situation without disruption.	1	2	3	4
Interacts in positive ways with peers.	1	2	3	4
Apologises without reminder.	1	2	3	4
Asks permission to use objects belonging to another person.	1	2	3	4
Shows empathy for and comforts peers in distress.	1	2	3	4
Chooses own friends and maintains appropriate friendships.	1	2	3	4
Makes and accepts normal physical contact with others.	1	2	3	4
Accommodates other children who ask to join in an activity.	1	2	3	4
Is self-reliant in managing own hygiene and basic needs.	1	2	3	4
Shows genuine interest in the news and activities of another child.	1	2	3	4
Contributes actively to games with two or more children.	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc.	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue.	1	2	3	4
Addresses adults and children appropriately by name and with eye contact.	1	2	3	4
Shares legitimately required equipment with another pupil.	1	2	3	4
Can take turns in question and answer sessions.	1	2	3	4
<b>Score</b>	<b>/80</b>			

<b>3. Self-awareness and confidence</b>				
Willing to ask for help.	1	2	3	4
Can accept responsibility for actions without denial.	1	2	3	4
Can acknowledge own problems and is willing to discuss them.	1	2	3	4
Can risk failure.	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc.	1	2	3	4
Maintains appropriate eye contact.	1	2	3	4
Contributes to class discussions.	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas.	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc.	1	2	3	4
Participates in large class activities e.g., role plays, performances, etc.	1	2	3	4
Accepts public praise and congratulations appropriately e.g. when good work is shown to peers, etc.	1	2	3	4
Shows pride in achievements and presentation of work.	1	2	3	4
Has self-esteem for self.	1	2	3	4
<b>score</b>	<b>/52</b>			

<b>4. Skills for learning</b>				
Can work alone without constant attention for brief periods.	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them.	1	2	3	4
Understands the structure of the day.	1	2	3	4
Understands the role of the teacher and other adults in the room.	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc.	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, off site activities and can behave appropriately.	1	2	3	4
Can constructively use unstructured time in the classroom.	1	2	3	4
Can organise him/herself if help is not immediately available.	1	2	3	4
Responds appropriately to personal request from teacher.	1	2	3	4
Will work alongside another pupil without attempting any distractions.	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately.	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed.	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support.	1	2	3	4
Shows a willingness to improve own literacy and numeracy.	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks.	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks.	1	2	3	4
Does not get up and wander around the classroom without a purpose.	1	2	3	4
Needs a mainstream curriculum.	1	2	3	4
Does not get impatient if help is not immediately forthcoming.	1	2	3	4
Is willing to try to complete a task independently.	1	2	3	4
Pays attention to class discussion and instructions.	1	2	3	4
<b>Score</b>	<b>/84</b>			



<b>5. Approach to learning</b>				
Is prepared to work in lessons.	1	2	3	4
Uses appropriate language and gestures.	1	2	3	4
Wants to be reintegrated.	1	2	3	4
Has parent/carer support.	1	2	3	4
Is courteous and shows positive attitude towards staff.	1	2	3	4
Can show an interest in lessons.	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations.	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity.	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request.	1	2	3	4
Shows a sense of humour.	1	2	3	4
<b>Score</b>	<b>/44</b>			

**TOTAL SCORES:**

	<b>SCORE: .../70% of total</b>	<b>GREEN if towards 70% AMBER if at or just above 70% of total RED if below 70% of total</b>
<b>Self-Control and Management of Behaviour</b>	<b>/52</b>	
<b>Social Skills</b>	<b>/80</b>	
<b>Self-Awareness and Confidence</b>	<b>/52</b>	
<b>Skills for learning</b>	<b>/84</b>	
<b>Approach to learning</b>	<b>/44</b>	
<b>OVERALL TOTAL</b>	<b>/312</b>	